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ABSTRACT

The guide offers information on undertaking a comprehensive, well-organized, programmatic approach to college planning. "The College Search: Defining the Problem" provides an overview of college-planning problems and offers solutions. A comprehensive, systematic 6-year time line is included. "Planning for Gifted Students: What Makes Them Different?" provides a conceptual framework for understanding the intellectual, social, and emotional characteristics of gifted adolescents, and offers suggestions for meeting their needs. The framework can be used to develop student profiles and plan specific programs that meet individual needs. "The College Search: A Matter of Matching" provides recommendations and resources to help students be aware of and understand their personal learning styles, values, interests, and needs. "Learning About Colleges: What Have They Got That I Want?" guides students in collecting information about potential colleges and helps them integrate self-understanding with an understanding of college offerings. "The Application Process: What Have I Got That They Want?" explains how a student's credentials are evaluated by a college, and includes specific information on the college interview, writing an effective essay, enhancing applications, and college costs. Appendices include glossaries; a guide to college guides; a list of contests, competitions, and activities; resources on gifted students; and an application used commonly by over 100 colleges. (JDD)

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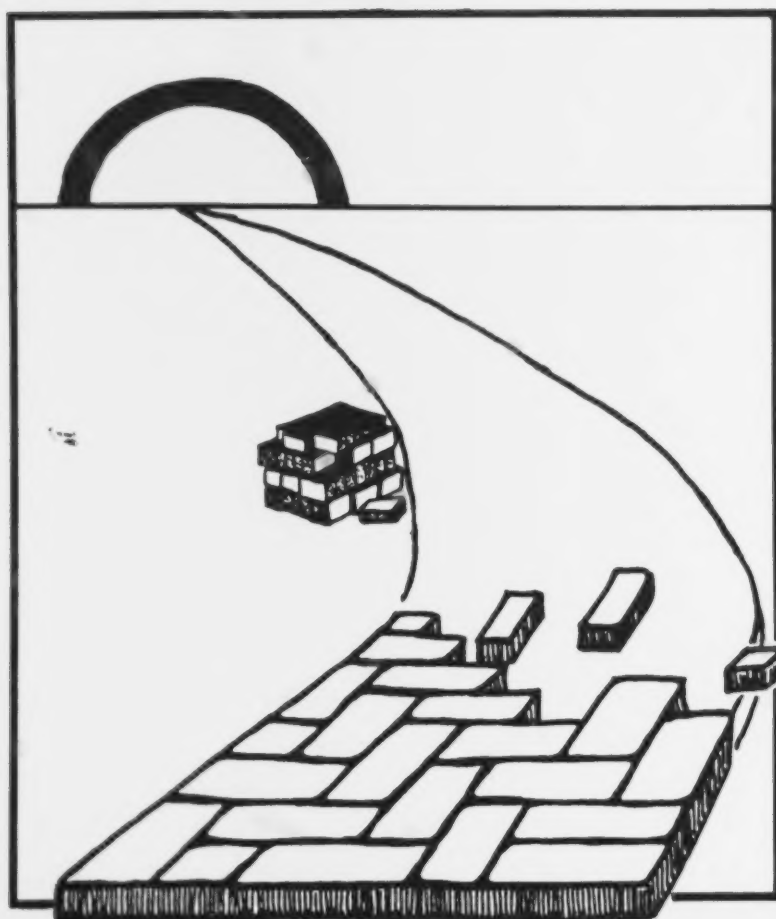
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College Planning for Gifted Students

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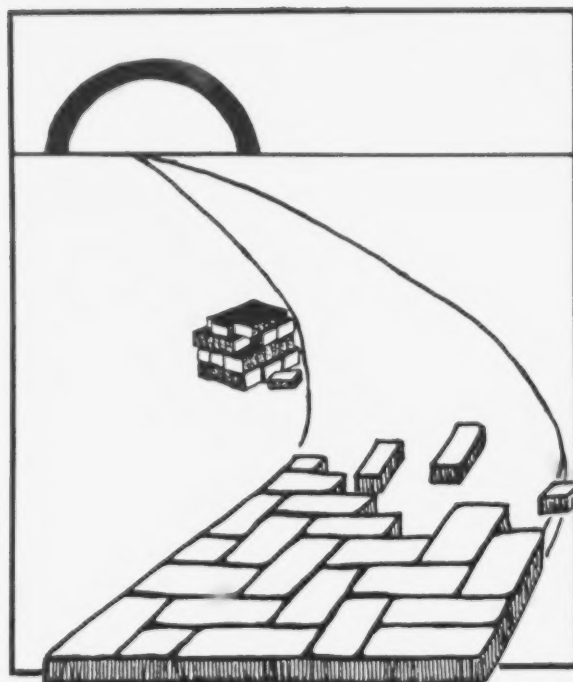
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About the Author

Sandra L. Berger has been a citizen activist and advocate for gifted children for more than 15 years. She has been led down this path personally by her own gifted youngsters. Berger has received training in counseling and holds a bachelor of science degree in social psychology. She has served as appointee on numerous public education advisory committees and task forces and served for 2 years as president of a county-wide association for the gifted. She is a member of the Advisory Board of the ERIC Clearinghouse on Handicapped and Gifted Children. She shares her views on gifted education via participation in such activities as conferences, workshops, and a national hotline sponsored by *USA Today* and The Council for Exceptional Children. As a private consultant, she uses knowledge and skills in problem-solving, organization, and communication to network, seek resources, and assist gifted children, their families, and school systems in solving educational problems. This is her first book.

1. Introduction

Students go to college expecting something special. Their parents share this hope. Only in America is the decal from almost any college displayed proudly on the rear window of the family car. The message: Here's a family on the move.

Boyer, 1987, p. 11.

College: The Undergraduate Experience in America

College planning is a major event in the lives of many families. When a child is born, the family may immediately wonder, "Where will John or Jane attend college?" The hopes and dreams of many American families are connected to a college education.

Multi-million-dollar businesses have arisen in response to family aspirations. Publishers provide manuals and guides to assist students who seek information on college planning, selection, and acceptance. Educational testing services provide courses and manuals to assist students who take Scholastic Aptitude Tests (SATs) and other standardized tests. Bookstores devote space to a wide variety of college-planning material. Every major financial firm publishes information on college costs and provides advice on financing college.

Students are concerned about and begin planning for college as early as seventh grade; however, their ideas may be premature and unrealistic. They tend to make short mental lists that swing from one extreme to another: "brand name" colleges, such as Harvard, Yale, Princeton, and Stanford, and popular state and/or community colleges. These students need to broaden their options. Between seventh and twelfth grade, a systematic process needs to take place

by which students learn that college planning is part of a lengthy "life career development process" (Gysbers & Moore, 1987); it need not be a finite event that begins and ends mysteriously or arbitrarily.

This college-planning guide is for educators, counselors, parents, and others who want to assist gifted students in the complex process of college/career planning. It is designed to help counselors and parents feel comfortable and be resourceful in meeting a variety of unique needs. Information, resources, and, where appropriate, specific recommendations are provided so that a comprehensive, effective, well-organized, programmatic approach to college planning can be undertaken. The term *programmatic approach* means a coherent plan: philosophy, goals, objectives, rationale, a variety of methodologies, and evaluation—some way of knowing whether goals and objectives are achieved (Colangelo & Zaffrann, 1979; Tannenbaum, 1983). The guide integrates an understanding of and an appreciation for the developmental needs of adolescents, the special needs of gifted adolescents, career-planning research, and specific college-planning information. Counselors and educators who plan such a program should be aware that it should be predictable and not depend on a particular counselor who, at a particular time, happens to be interested in comprehensive college planning for gifted students.

Developing an organized, effective college-planning program for gifted students is a complex task. The problems and solutions presented here were discussed with many students, teachers, counselors, and other individuals who work with gifted students every day. Their concerns are reflected throughout

the book. Counselors, teachers, and parents stated that college planning in general is complex and time consuming, and college planning for gifted students, because of their characteristics and problems, requires a thoughtful, creative approach. Students stated that they need better guidance.

The following ideas provide the rationale for this book:

- Gifted students are unique in many ways; their intellectual and social and emotional characteristics create unusual needs and problems.
- The further these students are from the norm, the more they differ from each other in talents, abilities, interests, and needs.
- The assistance they require is as specialized as their characteristics are varied.
- The common characteristic that unites gifted young people is their potential. Each of these students has the potential, if appropriately encouraged and guided, to achieve self-fulfillment and make a major contribution to society and the well-being of its people.

ORGANIZATION OF THE BOOK

This book is organized in a way that will enable parents, teachers, and counselors to:

- understand the problems and needs of gifted adolescents;
- understand how their problems and needs complicate college and career planning;
- understand the elements of a substantive college-planning program for these students; and
- use the information provided to design and implement a program that is flexible, yet substantive.

Chapter 2, "The College Search: Defining the Problem," provides an overview of complex college-planning problems encountered by all students, parents, and guidance counselors and offers solutions discovered through interviews and research. A comprehensive, systematic 6-year time line, for use by school personnel, students, and families is included. A 6-year time line was selected for the following reasons:

- Comprehensive college planning for gifted students realistically should begin before eighth grade. By this time many students, having demonstrated their aptitudes and abilities, have departed

from the traditional educational age-in-grade "lock-step."

- Some gifted students will require a broad range of academic options and unusual educational opportunities that supplement comprehensive high school offerings. Planning ahead may accomplish these goals.

The time line can be compacted and still be useful to those who start later than seventh or eighth grade.

Chapter 3, "Planning for Gifted Students: What Makes Them Different?" provides a conceptual framework for this book. A matrix, structured around the intellectual and social and emotional characteristics of gifted adolescents, will help counselors and parents understand the complexity and diversity of this group. The matrix can apply to all gifted youngsters, including underserved populations such as minority groups, gifted learning disabled, under-achievers, and gifted girls (Whitmore, 1987). Suggestions are offered as to what counselors, teachers, and parents can do to meet the needs of specific groups as well as all gifted students. Using the matrix to develop a profile of each student, counselors and parents can plan specific programs that meet individual student needs.

Chapter 4, "The College Search: A Matter of Matching," assumes that the college-planning process is most effective when it is based on the student's abilities, interests, values, and needs as they relate to educational, career, and life-style opportunities (Colangelo & Zaffrann, 1979; Davis and Rimm, 1985; Sanborn, 1979). The chapter is designed to provide recommendations and resources to counselors who want to help students be aware of and understand their personal learning styles, values, interests, and needs. It is also designed to provide information and assistance to parents who want to assist students in the process of self-exploration.

Chapter 5, "Learning About Colleges: What Have They Got That I Want?" the second stage of a college-matching process, is designed for counselors and parents who want to assist gifted students in researching schools by reading college guides, visiting schools, and asking a broad range of questions. Students will collect information in two different stages and be able to integrate self-understanding with an understanding of college offerings. Chapters 5 and 6 broaden the scope of the book by including sections designed for use by students and families.

Chapter 6, "The Application Process: What Have I Got That They Want?" describes and explains how a student's credentials are evaluated by a college or

university. The chapter includes specific information on the college interview, writing an effective essay, enhancing the student's application, and college costs.

College planning should be a positive, growth-promoting experience for all students. It is an opportunity for them to learn more about themselves and their special skills, interests, and learning styles and to heighten self-confidence. If they go to a college or university that is appropriate for them, where they achieve academic success, they are more likely to contribute to the school and set career goals designed to provide a satisfying life.

Colleges are looking for students who are willing to take advantage of opportunities provided and make a positive and lasting contribution. To the degree that both objectives are achieved, the educational experiences of gifted students may be more personally fulfilling, meaningful, and relevant. We all stand to benefit from their educational success, personal satisfaction, and ultimate contributions. The broad approach to college planning outlined in this book is designed to accomplish those objectives.

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2. The College Search: Defining the Problem

High school students and their parents may have strong feelings about college, but choosing one is a different matter. Indeed, one of the most disturbing findings of our study is that the path from [high] school to higher education is poorly marked. Almost half the students surveyed said that "trying to select a college is confusing because there is no sound basis for making a decision."

Boyer, 1987, p. 13, 14.

College: The Undergraduate Experience in America

There are more than 3,000 colleges and universities in the United States. Choosing among them is a complex task. Many high school students approach college selection with less thought than they give to purchasing a stereo or an item of clothing. They make arbitrary choices because they do not know how to make college and career decisions based on their values, aptitudes, interests, needs, and other personal criteria. They may not be aware of how colleges differ from one another or how to match personal criteria with college offerings.

Since 1986, three major reports have addressed the transition between high school and college. Two of these reports, *Keeping the Options Open*, published by the College Entrance Examination Board (CEEB) and *Frontiers of Possibility*, sponsored by the National Association of College Admissions Counselors (NACAC), examine precollege counseling in the high schools. They recommend a broad-based approach to precollege counseling and suggest that college selection should be a guidance objective combining

self-awareness with learning to make decisions. According to the College Board (1986) report,

Precollege guidance and counseling should not be defined narrowly in terms of helping high school students learn about and make decisions relating to college. Instead we see precollege guidance and counseling as encompassing a broad set of support functions* that can enhance success in school, increasing the chances for formal learning beyond high school. (p. 3 & 4)

The NACAC (1986) report recommends that college counseling should be part of a long-term guidance curriculum through which students reach a point of "self-awareness and maturity that equips them to deal with the transition to college." (p. 51)

NACAC and the College Board point out the many problems encountered by guidance counselors, parents, and teachers as they attempt to meet the diverse needs of secondary school students. Both offer possible solutions and specific recommendations.

The third report, *College* (Boyer, 1987), published by the Carnegie Foundation for the Advancement of Teaching, offers a different viewpoint. Boyer and his committee have identified an assortment of problems

*CEEB defines support functions as activities that assist students in self-awareness, self-exploration, decision-making and planning skills, learning about existing opportunities, and designing a personal plan of action.

that contribute to students' confusion about what colleges have to offer and how they differ from one another in the quality of education they provide. For example,

- Viewbooks, published by colleges and universities, are generally the first written information students receive. Viewbooks are designed to promote the facilities and physical appearance of the particular campus.
- Campus tours, another method used to learn about schools, may be limited to quick glimpses of campus buildings.
- Other recruitment procedures, for example, college fairs and personal contacts, may emphasize features such as campus social life or last year's football record.
- College guides present capsule information about many colleges. Often these profiles are written by the colleges themselves and, therefore, may be somewhat self-serving. Some guides rank the colleges but the criteria used may be neither stated nor obvious to the reader.

COUNSELING PROGRAMS FOR GIFTED STUDENTS

Gifted students, because of their special characteristics, need a coherent, proactive counseling program that is responsive to their unique needs as well as to the developmental needs of all adolescents: identity and adjustment, changes in relationships, and career paths. The program should also allow these students to exchange information with others who share their problems and dilemmas, test their ideas, and change ideas that are ineffective (Buescher, 1987; personal communication, August 1987). Such a program provides opportunities for students to obtain information from counselors who understand their needs and who will listen to them, interpret and clarify their abilities and experiences, and discuss their concerns about changing self-concepts. When the counselor's goal for students is their heightened awareness of self and community combined with college and career planning, the program must include guidance workshops (structured and unstructured discussions) and a collaborative approach that includes parents and teachers.

Interviews for this book uncovered some remarkable counselors and guidance programs. People who are successful in meeting the social and emotional needs of gifted students lead programs that differ in

many ways, but they share the following distinctive features:

- The programs are coherent and predictable.
- They begin by seventh or eighth grade and maintain students throughout secondary school. When possible, one counselor or coordinator follows each student's progress from seventh to twelfth grade.
- They are designed to meet the specific intellectual, social, and emotional needs of gifted students.
- They consist of regularly scheduled group discussions, individual discussions when appropriate, and writing activities. Group discussions may be structured or unstructured, depending on the topics covered.
- They include a specific plan designed to assist students in understanding themselves and others.
- They include students who are identified as gifted (generally through IQ scores) but who may not be achieving academically.
- When paper-and-pencil exercises are administered (e.g., aptitude tests and interest inventories), the purpose of the tests and the results are explained to the students.
- The principal, teachers, other staff, and parents are highly supportive of the program.

Based on interviews and research, guidance programs that meet the needs of gifted students use the general guidelines described in the following paragraphs.

Seventh and Eighth Grades. Guidance activities emphasize self-awareness, time management, work/study skills, and an introduction to career awareness. Where possible, activities are designed to meet the special needs of gifted students. Students design a preliminary academic master plan that includes courses required by the state and courses desired for college planning. Students are encouraged to participate in regional talent searches and are provided with information on the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT), the screening instruments employed by talent searches.

Ninth and Tenth Grades. Guidance activities continue to emphasize self-awareness, decision-making, and goal setting to account for the ever-changing needs of gifted adolescents. Students are encouraged to identify and pursue interests. Some programs expose students to selective college requirements to illustrate

short- and long-term goals. Family conferences and/or workshops clarify expectations.

Students begin coherent programmatic college and career planning. By 10th grade, they become aware of how their academic subjects, values, interests, and goals relate to careers. They also begin to learn that some interests and talents develop into artistic or scientific convictions while others develop into leisure activities.

Eleventh and Twelfth Grades. Guidance activities emphasize the practical aspects of college and career planning. These activities include arranging for mentor relationships and internships, providing information on the college application process and college costs, and facilitating the transition between high school and college.

Persuading a college or university to choose them requires students to know how to present themselves so that the institution will recognize them as a good match. Part of that presentation is based on what they know about themselves; part involves what they learn about how colleges make selections. Students need to know (a) who is involved in the admissions process, (b) how students are evaluated, and (c) what they can offer that a college requires and desires—the

ingredients the institution is looking for in a balanced student body.

Many college-planning guides provide slick marketing tips for college applicants. But unless the match is truly a good one—and there is no way of knowing that without going through the kind of activities proposed in this guide—both students and institutions are likely to be disappointed.

Students who can ask and begin to answer questions about themselves are on the road to developing self-awareness. When they can begin to ask and answer questions about colleges and relate those answers to themselves, they are prepared to begin the college selection process. Students “discover” themselves—that is, they identify personal values, aptitudes and needs—and they learn how to conduct a college search through a multistep process. Ideally, this process should begin by seventh grade, with specific events occurring each subsequent year. However, the process can be shortened; it is never too late to begin.

The concluding section of this chapter presents a college-planning time line, designed to be distributed to students, that provides counselors, students, and families with a detailed guide for approaching the college-planning process.

CHOOSING A COLLEGE

Choosing a college or university requires two different types of knowledge:

Knowledge about oneself.

- Who am I? What are my characteristics, values, attitudes, and beliefs?
- What is important to me in life? Family? A career? Religion? Power? Money? Friends? A social life? How can I get what I want?
- What are my life-style preferences? Do I need the stimulation provided by a large city? Do I like the suburbs? Do I prefer the peace and quiet of a rural countryside?
- Which academic subjects do I like best? Which least?
- How do I learn best? By reading? From teachers? By talking with friends and classmates? By getting personally involved and experimenting? What kind of teachers do I like best?
- How do I think? Am I abstract? Concrete? Am I convergent? Divergent? Analytical? Reflective? Intuitive?
- How do I make decisions and set goals?

Knowledge about colleges.

- How do colleges differ from universities?
- How do colleges and universities differ among themselves?
- What kinds of opportunities does each offer?
- How can I assess the quality of education available?
- How does the size of a college or university affect the education I expect to obtain?
- How do I choose a college major?
- How do college offerings and the characteristics of different colleges match my educational goals?

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COLLEGE-PLANNING TIME LINE

In seventh and eighth grades, classes are divided into separate academic subjects. Take advantage of opportunities to explore and investigate new academic areas and extracurricular activities. *Take time to learn about yourself.* It is time to lay the foundation for college planning.

Seventh Grade

- Examine and evaluate academic options that may be available in your community. For example, is a high school magnet program available? And are school enrichment programs offered in your community? Investigate both of these avenues.
- Search for summer programs that will allow you to explore your interests. *Important hint:* Many summer programs offer a variety of opportunities for you to explore interests, try new academic courses, refine skills, make friends, and live away from home. Investigate programs sponsored by regional talent searches, universities, and independent schools. Summer programs vary in quality; investigate them carefully. If the price of a program prevents you from participating, check to see whether or not scholarships are available from the program or from local sources. Some summer programs offer partial scholarships to match local gifts.
- Seek opportunities to obtain high school credit, particularly in foreign languages and mathematics.
- Begin to think objectively and realistically about your abilities, aptitudes, values, interests, and about how you learn best.
- Begin to think about your aspirations and goals; develop a preliminary plan to get what you want.
- Seek ways to expand your horizons; take risks and try new courses and activities. Some courses you take will appear on your high school transcript. However, the grades you earn will be far less important to colleges than the grades you earn in eleventh grade.
- Investigate ways to study efficiently and manage your time.
- Read widely: books, newspapers, and magazines.
- Practice your writing skills:

- Keep a journal.
- Write short stories, poetry, and prose; enter contests. Are you working on a mathematics or science project? Record your impressions and prepare a story about your work.
- Submit your work to your school newspaper and other publications.
- Look for opportunities to do volunteer work.
- Ask your guidance counselor how to participate in a regional talent search process by taking the SAT or ACT. Send an application to the talent search program by November of the seventh grade.
- Search for friends who share your interests and abilities by participating in summer programs or joining clubs.

Eighth Grade

- Discuss the transition to high school with your parents and guidance counselor. You need to develop a master plan that includes (a) an academic plan listing courses required for high school graduation and courses you *want* to take during the next four years; and (b) a time management plan that will address the hours you spend in classes, the hours needed for homework, and the time you require for extracurricular interests, family activities, rest, and relaxation.
- Look for ways to investigate career options and opportunities. Take career exploration tests; for example, California Occupational Preference System (COPS), FIRO, and/or JOB-O will help you learn how your interests are related to different types of careers. Investigate computer-assisted career guidance programs such as Guidance Information System (GIS), System of Interactive Guidance and Information (SIGI or SIGI PLUS), and DISCOVER. While seventh or eighth grade is much too early to make college and career decisions, you can learn something about yourself.
- Volunteer your time. This is an excellent way to explore careers and develop community spirit.
- Look for ways to strengthen your study skills in specific academic areas. Improving study skills can help you manage your time wisely.

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- Experiment with new academic courses and extracurricular activities.
- Broaden your skills; for example, learn to type or how to use a computer.
- Plan a creative summer. Many programs have early enrollment deadlines. *Start planning no later than December.*
- Develop several methods for seeking information. Read books, magazines, and newspapers that interest you, and learn how to ask good questions.

Ninth Grade

By ninth grade, you should have developed a 4-year plan that will help you decide how to use your in-school and after-school hours most effectively.

- Review your 4-year plan with your high school counselor and parents; a group conference is an ideal way to plan for the future. Consider short- and long-term educational goals. The more selective colleges will check to see whether or not your courses represent the most challenging program offered by your high school. Think about the following:
 - ▢ What courses are required for high school graduation?
 - ▢ What courses are required for college admission?
 - ▢ What additional courses do you want to fit into your schedule?
 - ▢ What additional academic areas would you like to explore that are not offered by your high school (e.g., philosophy, archaeology)? Consider a summer program.
 - ▢ What extracurricular activities do you want to fit into your schedule?
 - ▢ What activities are you committed to that you want to continue?
 - ▢ What activities do you want to eliminate?
 - ▢ What portion of college costs will be your responsibility? Do you need to work during high school?
- If your high school includes a career center, get to know the people who work there and the resources available.

- Try out several extracurricular activities, especially activities that include community service or leadership opportunities. Pursue any hobbies that interest you. Share your talents with others by volunteering. *Get involved.*
- Read widely. Exposure to different kinds of material will improve your vocabulary and language skills. For example, read newspapers (your local paper, the *New York Times*, etc.), magazines (news, business, sports, and special interest magazines), and books (biography, history, science fiction, adventure, novels, poetry, and drama).
- In the spring, review your 4-year plan with your guidance counselor and parents.

Tenth Grade

- The Preliminary Scholastic Aptitude Test (PSAT) is given in October. Be sure to sign up. When you are in 11th grade, your PSAT scores are used for the National Merit Scholarship Qualifying Test (NMQT). Scores don't count this year—just take the PSAT for practice. See your guidance counselor for instructions on how to sign up.
- Become familiar with college reference books (e.g., CEEB's *College Handbook* and *Index of Majors*) and computer-assisted college-planning programs (e.g., GIS and SIGI PLUS). Visiting your career center and a local library or bookstore will help you become familiar with different types of reference materials and what each can do for you. (*Caution:* Some guides do not spell out the criteria used to rank colleges or academic departments.)
- Visit a nearby college and take a tour.
- Take Achievement tests at the end of 10th grade in any subjects in which you have done well but do not plan to continue studying in high school (e.g., biology, foreign language). *Remember:* You may only take three tests per session. If you wait until senior year, you may not be able to take as many Achievement tests as you want.
- Plan a meaningful summer activity. Give it some thought. Consider an internship, volunteer work, travel, or spending time with someone who works in a career that interests you.
- Get more involved in your favorite extracurricular activity. Colleges look for *depth* of involvement.

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- Continue reading widely (science or computer magazines, books, etc.).
- Look into careers. Find out whether or not your high school administers vocational aptitude tests, interest inventories, learning style inventories, or personality tests. Take all available assessment tests and make an appointment with your counselor to discuss the results. Become familiar with the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*. Pick one or two careers and read about them. Spend some time with someone who works in those fields.
- By the end of 10th grade, review your 4-year plan and high school transcript with your guidance counselor and parents. Plan for 11th grade by signing up for challenging academic courses, but leave time for rest, relaxation, family activities, your favorite extracurricular activities, and community service.

Eleventh Grade

- Students: Discuss college plans with your parents and counselor. Parents: Make an appointment to discuss college planning with your son's or daughter's counselor. Family discussions with a student's counselor early in the year help clarify everyone's expectations.
- Attend College Night at your school and go to an area college fair.
- Speak with college representatives when they visit your school. Talk to as many as possible. Compare and contrast what they tell you, what you have read, and what you have seen for yourself.
- Sign up for the October PSAT. PSAT scores are used for the National Merit Scholarship Qualifying Test (NMQST).
- Plan to take the SATs in the spring.
- Certain colleges in the Midwest and South prefer ACT scores. Check the catalogs and discuss the necessary procedures with your counselor.
- If your SAT scores are not as high as you expected, consider taking a preparatory course. Remember, the cost of a course may not reflect its quality. Try to find one in which the instructor will analyze your SAT answer sheet, provide you with specific

information on your strengths and weaknesses, and offer tips and hints on how to raise your scores.

- Take Achievement tests in subjects you will complete at the end of this school year or in courses such as foreign language, even if you plan to continue.
- If you are taking Advanced Placement (AP) courses and doing extremely well, consider taking AP tests. *Choose carefully.* A fee is charged for each test, and studying for AP tests takes a lot of time. Be sure you know what you hope to gain from taking each test. Some colleges offer exemption, credit, or both for AP grades of 3, 4, or 5. If you take AP tests, be sure your grades are reported to your high school and sent to the college of your choice.
- Discuss finances with your family. Plan now for summer or part-time jobs if your family expects you to pay for part of your education. Begin early.
- Keep up a good level of academic achievement. This is the year that really counts. Balance work, play, and extracurricular activities. Colleges like to see an upward trend in your grade point average.
- By the end of eleventh grade, review your 4-year plan and high school transcript with your parents and guidance counselor. Are you satisfied with your progress? Are you accomplishing your goals?

Junior Year College-Planning Steps

- Prepare a college-planning portfolio that includes academic courses (including courses taken during the summer or after school), extracurricular activities, community service, achievements, and awards.
- Develop a list of 10 to 20 colleges. Work up a comparison chart. Include factors that are important to you, and keep in mind:
 - size (campus; number of students)
 - geographic location (urban, rural, North, South, etc.)
 - course offerings (do they teach what you like?)
 - cost (tuition, room and board, books, travel to and from home, etc.)
 - available scholarships or tuition assistance programs

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- extracurricular activities (newspaper, sports, etc.)
- selectivity (degree of difficulty).
- Some additional points to consider include:
 - curriculum and course requirements for specific majors
 - student life
 - special programs (e.g., study abroad)
 - academic advising and career counseling procedures
 - who teaches freshman courses (professors or graduate assistants?)
 - faculty-student relations
 - student access to required readings, laboratory space, and computer terminals (e.g., are there enough terminals for everyone to use during peak periods such as midsemester and final exams?).

College Visits

- Spring vacation is an ideal time to visit colleges. If you plan a trip, make sure that the colleges you want to visit will be in session, and call ahead for an appointment if you want an interview with an admissions officer or faculty member.
- Visit several different kinds of colleges (large and small, public and private, "quiet," and "rah-rah party" schools, etc.). When making your plans, remember the following:
 - Try to visit while classes are in session. Avoid Sundays and college vacation time if possible.
 - Arrange for interviews and campus tours in advance.
 - Stay overnight in a dormitory with a friend, or ask the college admissions office to make arrangements for an overnight stay.
 - Speak with as many students as possible. Ask what they like and dislike about the school. Ask why they selected that college.
 - Ask yourself, "Will I be happy here?"
 - Arrange to meet with professors in departments of special interest to you, and do not forget to meet with a coach if you are interested in a specific athletic program.

Your Last Summer in High School

- Consider a summer activity such as:
 - local or university-based summer school (typing, performing arts, computer programming, engineering, philosophy, etc.)
 - a summer internship
 - school-sponsored travel
 - a regional talent search program; some precollege programs offer an opportunity to acquire college credits and try out a college life-style
 - a college planning seminar such as the one held each year at the College of William and Mary in Williamsburg, Virginia.
- Be sure to ask for letters of recommendation from your supervisor, camp director, formal or informal mentor, or others before you complete your summer activity. Do not wait until the winter. You want these people to write when they remember you best. Ask that the letters be addressed "To Whom It May Concern," and give the letters to your guidance counselor as soon as possible. Keep copies.
- Send away for application forms for 6 to 10 colleges.
- Make appointments for personal interviews at every college you plan to visit in the fall or winter.

Twelfth Grade

- Continue to speak with college representatives who visit your high school. You probably have a file on each college you are considering. Make up a chart that includes:
 - application deadlines (including early action and early decision dates)
 - financial aid deadlines (they are often different at different colleges)
 - notification dates
 - tests required
 - costs
 - number and type of recommendations required
 - interview deadlines and locations.
- Write every important deadline on your calendar.
- Securing strong recommendations from your teach-

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ers, guidance counselor, and others requires advance planning. Keep the following pointers in mind:

- ▣ Ask for recommendations from teachers and others who know you well.
- ▣ Ask for a recommendation from a teacher in the field in which you may wish to major.
- ▣ Be sure to ask for recommendations well in advance of the deadline.
- ▣ Ask each teacher to write no more than three recommendations for you.
- ▣ Provide stamped envelopes that are preaddressed to the colleges.
- ▣ Provide a self-addressed, stamped postcard that says "I have sent your recommendation to _____ University/College." Ask your teacher to fill in the blank and mail the card to you.
- ▣ Thank the teacher. Inform him or her of the colleges' decisions.
- *Follow up. It is your responsibility to make sure that letters of recommendation arrive before the colleges' deadlines.*
- Sign up for SATs or ACTs and December Achievement tests. When considering Achievement tests, remember that most schools are interested in English, mathematics, and one additional score. (English composition is given with and without an essay; the essay format is given only in December.) You may take as many Achievement tests as you wish, but no more than three per test session.
- Make sure that your SAT or ACT scores are sent to your guidance counselor and the schools to which you are applying. No fee is charged when scores are sent to your high school and three colleges. There may be a fee for additional schools. Every college treats scores differently. Some average mathematics and verbal scores, some average all your mathematical scores and all your verbal scores, some eliminate all but the highest scores in each category, and some have eliminated their use altogether. Review your scores with your guidance counselor and ask for an interpretation that relates to the schools you are considering.

- Ask your high school registrar or guidance counselor what procedures he or she uses to send your applications, transcripts, letters of recommendation, and supporting materials to the colleges. Find out whether the registrar or counselor has a deadline also. Early in December is typical, but some high schools set earlier deadlines. *It is your responsibility to ensure that applications and supporting materials reach the colleges on time.*
- If your school does not send application forms and supporting material to the colleges for you, then you must be sure to send everything *on time*. Pay attention to deadlines.
- Carefully review your high school transcript. If some courses listed are not easy to identify, be sure to add a description of those courses. Also, be sure your school profile or transcript supplement is included.
- Maintain or continue to improve your academic standing. Most colleges look unfavorably upon an applicant whose grades are falling. If one of your grades is falling, write a letter of explanation.
- Continue visits to the colleges you are seriously considering.
- Update your college-planning portfolio. Be sure to add recent achievements and new events that have occurred.

Application Forms

- Consider using the "Common Application," printed and distributed by the National Association of Secondary School Principals (NAASP), 1904 Association Drive, Reston, VA 22091.
- Recheck deadlines. Start filling out application forms early in the fall. Learn how to complete an error-free application.
- Make extra copies of each application form. Use the copies for practice before filling out the originals.
- Unless instructions say otherwise, type everything. Have someone proofread every word on your application forms. *Correct all errors.*
- Applications require objective and subjective information. Subjective information includes the presentation of extracurricular activities. Provide information that makes you "come alive" to the reader and that clearly demonstrates your ability to do

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college-level work. When possible, document your activities and demonstrate long-term commitment. Be specific about things you did that may not appear on your school records. For example,

- ❑ If you played on a sports team that had a national ranking, include a newspaper clipping.
- ❑ If you tried out for the varsity team but did not make it because of tough competition, include an explanation. It is better to have tried and lost than never to have tried at all.
- ❑ If you spend every Saturday baking bread for a community service group or for your family, tell about it.
- ❑ If you are working on a long-term science project at home, show it to a science teacher. Ask the teacher to enter it in a contest or write a letter for you about the project.
- ❑ If you write poetry, draw cartoons, or construct games or puzzles, document your interest by entering a contest or include copies of your work.
- ❑ If you have a high level of competence in music or art, check procedures for submitting music tapes, art portfolios and the like.
- ❑ If your transcript is a "roller coaster" of ups and downs (grades that vary from A to F) or has any quirks that need to be explained, provide an accurate picture of yourself by explaining what happened during the tough periods and what, if anything, you learned.

Interviews. Sign up early. Guidelines for interviews are included elsewhere in this book, but keep in mind the following basic rules:

- One purpose of the interview is for you to find out what a specific college offers that will assist you in reaching your goals. Another is to provide you with the opportunity to give the college information about yourself that is not apparent from a review of your application and other records.
- The interview *might* be a deciding factor.
- A good interview takes preparation. Read the catalog before the interview, and be ready to show your familiarity with the college.

- Ask good questions. For example: Who teaches freshman courses? and What is the school's recent experience in placing alumni in graduate schools, professional schools, and jobs?
- If you have a particular academic interest or want to combine academic majors, this is the time to ask how the college can assist you.
- Do *not* ask questions to which you can find answers by reviewing the catalog or other written material.
- Write a note of appreciation to your interviewer within 1 week following the interview.
- Consider asking to be interviewed by an alumnus, especially if your grades are marginal. Alumni are particularly helpful if you are applying to a private college.

Essays. The more competitive colleges require essays and detailed written analyses of extracurricular activities.

- If a college does not require an essay but asks a question in the application that allows you to write one, take the opportunity to do so.
- Keep in mind that colleges look for evidence of some of the following traits:
 - ❑ writing ability
 - ❑ intellectual curiosity
 - ❑ initiative and motivation
 - ❑ creativity
 - ❑ self-discipline
 - ❑ character
 - ❑ capacity for growth
 - ❑ leadership potential.
- Ask your teacher or counselor to review your essays. Spelling and grammar must be perfect, and neatness counts. Keep copies of everything you write.

Waiting Lists. If you are placed on the waiting list of a school you really want to attend, there are several things you can do.

- First, ensure your place at a school that accepted your application by sending a deposit.
- Find out what being on the waiting list means at

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the particular college (e.g., how many students do they usually accept from the waiting list?).

- Ask your guidance counselor to find out why you were placed on the waiting list. The reasons will help determine the best action to take. For example, if your folder indicates specific weaknesses, you may be able to submit substantive additional information that will influence the dean or director of admissions of the college.
- If the college considers you a viable candidate, one who will be accepted if a vacancy develops, ask your guidance counselor to lobby actively for you.
- Write to the dean or director of admissions, indicate your intent to attend the school, and ask him or her to review your folder. State your reasons for requesting a review.
- Consider any other influence you can bring to bear. For example, you may know alumni who will support your admission. Be careful, however, of overkill.
- Find out the projected schedule for admitting students on the waiting list; ask when you can expect to hear from the college.
- Consider attending your second-choice college or university for 1 year. You may have a better chance as a transfer applicant than as a graduating high school senior if you can prove that you are capable of high achievement.

What if you are rejected by all the colleges you applied to? Do not despair. Ask your guidance

counselor to find out the reason for *each* rejection. Compare them. Is there a pattern or central theme? The answers to the following questions will determine your action:

- Were *all* the schools flooded with applications this year?
- Was there some confusion regarding the presentation of information in your application?
- Did you have a specific academic weakness?

If there is no central theme, perhaps you miscalculated your options. For example, did you apply to a range of schools that included at least one that you knew would accept your application and several schools whose admission requirements matched your credentials?

Ask your counselor for advice. The following are some possible actions you can take:

- Submit additional applications to colleges with "rolling" or late admissions policies.
- Spend a year investigating career paths: find an internship, work in a law office, or volunteer for a community service project.
- Spend a year bolstering your academic weaknesses. Take courses at a local community college to prove that you can do college level work.

Look for a sense of direction and begin again!

Time line consultant: Shirley Levin, College Bound, Inc., Rockville, Maryland.

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RESOURCES FOR INVESTIGATING SUMMER OPPORTUNITIES

The following publications provide lists and descriptions of enrichment programs for gifted students.

Educational Opportunity Guide
A Directory of Programs for the Gifted
Duke University
01 West Duke Building
Durham, NC 27708

EXPLOOptions: make the most of summer!
Cindy Ware, Director
30 Alcott Street
Acton, MA 01720

Summer On Campus: College Experiences for High School Students
Shirley Levin
Published by the College Entrance Examination Board
College Board Publications
Dept. J 45, P.O. Box 886
New York, NY 10101

Summer Opportunities for Kids and Teenagers
C. Billy, Editor
Published by Peterson's Guides
Dept. 7101, 166 Bunn Drive
P.O. Box 2123
Princeton, NJ 08543-2123

Directory of Science Training Programs
Science Service
1719 N Street, N.W.
Washington, DC 20036

Teenager's Guide to Study, Travel, and Adventure Abroad
Council on International Educational Exchange
205 East 42nd Street
New York, NY 10017

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- Buescher, T. (1987). Counseling gifted adolescents: A curriculum model for students, parents, and professionals. *Gifted Child Quarterly*, 31(2), 90-94.
- Commission on Precollege Guidance and Counseling. (1986). *Keeping the options open: Recommendations*. New York: College Entrance Examination Board.
- National Association of College Admission Counselors (1986). *Frontiers of possibility: Report of the National College Counseling Project*. Alexandria, VA: NACAC Publications.

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3. Planning for Gifted Students: What Makes Them Different?

COMMON MYTHS

- Gifted students are a homogeneous group, all high achievers.
- Gifted students do not need help: If they are really gifted, they can manage on their own.
- Gifted students have fewer problems than others because their intelligence and abilities somehow exempt them from the hassles of daily life.
- The future of a gifted student is assured: A world of opportunities lies before the student.
- Gifted students are self-directed: They know where they are heading.
- The social and emotional development of the gifted student is at the same level as his or her intellectual development.
- Gifted underachievers need to be pushed to try harder; they need to get organized.
- Gifted students are social isolates.
- The primary value of the gifted student lies in his or her brain power.
- The gifted student's family always prizes his or her abilities.
- Gifted students need to serve as examples to others and should always assume extra responsibility.
- Gifted students can accomplish anything they put their minds to. All they have to do is apply themselves.

Before we proceed with the discussion of college and career-planning processes, it is essential that we understand what is meant by *gifted*: how to recognize gifted students, their special problems, and their special needs. This is particularly important because of the wide range of interpretations associated with virtually every reference to gifted students and the confusion that range of interpretation creates.

The definition of *gifted* has been plagued by controversy for almost 50 years. Since 1972, a federal definition has guided most state definitions (Marland, 1972). State educational standards, based on the federal definition, provide guidelines that identify some students and, in effect, determine which students will be provided with special services and the type of educational programming they will receive. State definitions generally parallel the broad definition used in Public Law 97-35, the Education Consolidation and Improvement Act passed by Congress in 1981:

Gifted and talented children are now referred to as, "children who give evidence of high performance capability in areas such as intellectual, creative, artistic [visual and performing arts], leadership capacity, or specific academic fields [reading, mathematics, science, social studies] and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities." (Sec. 582)

A combination or variety of these characteristics is generally found in all gifted students, whether or not they have been identified for gifted programs.

Secondary school students identified as gifted are often identified because they are high-achieving students: They have learned to systematically organize information, search for one correct answer, and have acquired other test-taking skills. There are, however, many gifted students who are not identified, in part because their thinking styles do not correspond to the instruments used (Sternberg, 1986, 1988; Torrance, 1981a). A broader definition of *gifted* is needed. Research may eventually produce that result. Until that occurs, however, gifted students who are not selected for specific academic programs should be provided with appropriate counseling services.

GIFTED ADOLESCENTS

All adolescents need to feel accepted, understand themselves, feel in control of their lives, make decisions independently, and set goals for the future. They need to function in a highly complicated world and find satisfaction, self-fulfillment, and a sense of purpose. Gifted adolescents, because of their unique combinations of intellectual and social/emotional characteristics, have a more difficult time with these tasks (Buescher, 1985, 1987; Colangelo & Zaffrann, 1979; Kaplan, 1980, 1983a; Manaster & Powell, 1983). For them, defining a personal identity is complicated by their giftedness.

Understanding gifted youngsters and their behavior requires an understanding of general adolescent maturation, the unique intellectual and social/emotional characteristics of gifted students, and how cognitive and affective attributes combine to influence and complicate development (Buescher, 1985, 1987, personal communication, 1987).

Table 3-1 provides a conceptual model that shows:

- how gifted students differ from their age-mates and one another
- how each student's characteristics may be viewed as an asset or a liability, positively or negatively, depending on interpretation, context, or setting
- the dilemmas and needs encountered by each student, depending on his or her characteristics
- the complex relationship between intellectual development and social/emotional development.

The following examples merely begin to illustrate this concept of giftedness and the ways in which the gifted student may feel successful or encounter problems, depending on both how his or her characteristics are viewed by others and the setting.

Joanne. Joanne, a concrete, analytical student, is able to read maps quickly, can plan routes, and is often nominated as trip planner when her family and friends travel. In preparation for a college interview 300 miles away, she analyzed six different routes to find the most direct and scenic route.

When the family reached their destination, Joanne was greeted by the interviewer, who casually asked, "How was your trip?" Joanne spent the half-hour interview explaining the six alternative routes and the reasons for her choice.

John. John, an abstract, conceptual student, was fascinated by the relationship among the ideas of Einstein, Picasso, and Joyce. He developed a paper, entitled "The Climate of Opinion in the Early Twentieth Century," relating Einstein's theory of relativity, Picasso's cubist work, and James Joyce's *Portrait of the Artist as a Young Man*. John's thesis was that a fragmentation of reality had occurred simultaneously in mathematics, art, and literature.

John's social studies teacher noted that the paper was late and reduced his grade from A to B. The teacher also noted John's problem with deadlines in the college recommendations he prepared. Other teachers noted that John sometimes did not complete assignments at all. Because all work he does complete is superb, his grades are usually B's and C's, a balance among the A's for what has been completed on time, the B's for late work, and the F's for assignments that are never turned in.

Jack. Jack, a divergent, synthesizing student writes award-winning poetry and creates sensitive lyrics for musical productions. When his class graduated from high school, he wrote a commemorative limerick. The title, "O Pioneers!," paraphrased Willa Cather. Jack referred to his classmates' 4 years together as a "differential calculus" of experiences.

Jack's English teacher constantly criticized Jack's elaborate creative compositions, focusing primarily on the structure of the language used—punctuation and rules of grammar. Jack received C's and D's because he did not follow the teacher's specific grammatical model. He frequently was unable to produce what was expected; therefore, his grade point average was not spectacular.

TABLE 3-1
Developmental Characteristics of Gifted Adolescents

Characteristic	Positive	May Be Seen By Others As Negative	Examples of Dilemmas/Needs
<i>INTELLECTUAL</i>			
Convergent	Sequencing Highly retentive	Unable to take risks	May remain a "mapper"
Divergent	Creative/innovative A risk taker	Unable to evaluate consequences of risks	May remain a "leaper"
Concrete	Having wealth of specific information	Providing nonessential information	May not establish priorities May not define tasks
Abstract	Understanding and creating structure	Rejecting essential detail	May not sequence work May not complete entire task
Analytical	Evaluative of evidence	Judgmental of people	May become unwilling to compromise
Structuring synthesizer	Forming ideas into coherent structure of framework	Ignoring elements that do not fit structure or enhance framework of ideas	May not be able to con- sider ideas that provide challenge to structure
<i>SOCIAL/EMOTIONAL</i>			
Multidimensional	Having wealth of talents	Overextended	May not establish priorities
Concentrated commitment	Highly productive Producing high-quality work	Totally focused on work	May become a workaholic
Diffused interest	Having broad range of interests	Unwilling to commit	May be considered an underachiever May not develop potential
Intensely focused	Having depth of understanding	Procrastinating Unable to reach closure	May require a great deal of time to complete projects
Outer locus of control	Sensitive Receptive Perceptive	Vulnerable Unable to make choices Overreactive	May be influenced by expectations of others May fear failure May become an underachiever
Inner locus of control	Idealistic Reflective Resolute	Naive Self-absorbed Impenetrable	May need strong support for ideas May need strong support for self

Note: Developed by Sandra Berger and Gail Hubbard.

DEVELOPMENTAL CHARACTERISTICS OF GIFTED STUDENTS

The matrix presented in Table 3-1 lists the chief intellectual and social/emotional qualities that gifted students possess. The following discussion expands on those qualities.

Intellectual Characteristics

Convergent Thinkers. Gifted students whose thought processes are convergent think and reason in a well-organized, logical, orderly, sequential manner—they are “mappers.” Their reasoning process follows a well-planned route in search of “the right answer.” These students tend to be methodical and predictable.

This cognitive trait, like all characteristics displayed by gifted students, can be an asset or a liability. Students who think convergently may follow instructions well, keep calendars, produce neat notebooks, and complete assigned work on schedule. Teachers often think highly of these students, easily identifying them as both gifted and hard-working. However, such students may focus so intensely on the steps or sequence of a task that they lose sight of the total structure or goal. While extraordinarily able to solve problems given to them, they may have difficulty identifying problems themselves. They may be extremely uncomfortable if asked to provide their own structure for an assignment.

Gifted students with a convergent intellectual style usually have excellent grade point averages. Filling out college applications may be relatively easy—until they come to the essay portion. The more open-ended the question, the more uncomfortable the student will be. Open-ended interview questions may also be difficult for the convergent thinker.

Divergent Thinkers. Divergent-thinking students move directly from concept to conclusion or solution, often without knowing how they got there—they are “leapers.” These students take intellectual risks, often without evaluating the consequences of these risks.

To generate unique products, divergent-thinking students use a heightened capacity for perceiving unusual relationships between common but contrasting images and ideas, combined with an ability to analyze and elaborate. They exceed the boundaries of conventional logic, typically redefining problems to create unusual solutions. Teachers and parents describe these students as innovative but undisciplined. The students may reach solutions without understanding the process they followed. They may

be unable to duplicate solutions, and they may not test their results. Many students who think in a highly divergent fashion are characterized as underachievers by counselors, teachers, and parents. These students may develop a fear of failure because they do not understand the process by which they reached an answer well enough to control that process and reproduce the result.

Gifted students who are “leapers” may be academically unsuccessful in highly structured classes, in part because they have not learned to document their work or because they are uninterested in working within a set structure. Mathematically gifted students of this type may not be able to systematically select strategies that are appropriate for solving computational problems. Yet such students may win national mathematics contests because of their ability to solve complex problems within a given time limit. A gifted language student might win a poetry prize for a poem replete with unusual images, but fail a freshman composition paper because of an unwillingness to adhere to grammatical conventions.

Divergent-thinking students can frequently develop innovative college essays, and they often interview well. Unfortunately, their grade point averages may reflect their undisciplined approach to solving problems and their inability to show all their work. These students should be made aware that some colleges have highly rigid course requirements that may not be compatible with their preferred ways of learning.

Concrete Thinkers. Some gifted students prefer to learn through concrete experience (Kolb, 1983; Piaget, 1972). They want to be actively involved in learning. For example, if such a student wants to learn to sail a boat, he or she might get into the boat and through a process of experimentation, learn to sail. The student might overturn the boat several times while learning to sail; nonetheless, this hands-on method of learning is still preferred. Such a student can be a real safety hazard in a chemistry laboratory.

The ability to think concretely can be an asset or a liability. Some gifted students who are concrete thinkers are highly retentive, absorbing information almost the way a sponge absorbs water. Parents and teachers comment that these students answer questions by providing more information than anyone wants to know. Some of these students know a little about many topics and hence are extremely good at such games as Trivial Pursuit. Others know a great deal about one or a few topics, preferring depth of

knowledge to breadth and scope. Either approach can be beneficial or constraining.

When a student takes the Scholastic Aptitude Test (SAT), the American College Test (ACT), or any standardized achievement test, a wealth of information combined with quick recall and test-taking skills is likely to result in high scores. If the wealth of information is concentrated in only one area, however, the student will be less successful on such standardized measures.

The concrete-thinking student may overwhelm a college interviewer with facts, both relevant and irrelevant, on a given topic. The result may leave the interviewer with serious questions about the student's ability to organize and rank ideas. On the other hand, if the interviewer shares the interest of the student (such as might be the case when a student interviews with an academic faculty member in an area in which the student plans to major), the conclusion of the interviewer may be that the student is brilliant. Like many other gifted students, concrete thinkers need to rehearse the interview to avoid problems that accompany their cognitive style.

Abstract Thinkers. Gifted youngsters are capable of, and may even prefer, abstract thinking to practical, concrete reasoning. Such thinkers are often highly intuitive. At an early age, they use their cognitive abilities to conceptualize and reason inferentially. This trait is often the basis for an early social awareness—a belief in justice, mercy, and universal ethical principles (Davis & Rimm, 1985; Kohlberg, 1969).

These students are good at forming and expressing ideas. They create marvelous prose that, on the surface, may be convincing. However, a closer look may reveal that none of the ideas are documented, grounded in fact, or based on any genuine information.

Abstract students may have difficulty documenting their ideas on essay examinations or on Advanced Placement examinations. They may have difficulty answering on college applications autobiographical essay questions that are meant to be based on concrete experience (see Chapters 4 and 6). On the other hand, they frequently impress teachers and college admission staff members with their grasp of conceptual frameworks.

The ability to think abstractly can be taught to students who tend to approach subject matter from a concrete point of view. The reverse is also true: The ability to reflect on concrete experience can be taught to highly abstract students. These skills, however,

must be taught to the respective students and should never be taken for granted.

Analytical Thinkers. Analytical students dissect ideas, breaking down every situation into its component parts (Powell, 1987). Teachers, parents, and counselors describe analytical students as intelligent and reasonable; they think in understandable and logical patterns.

A student's ability to analyze may be an asset or a liability. Analytical students may be highly evaluative. For example, a highly analytical student may be able to interpret poetry, prose, mathematical problems, and other works at a level unequaled by most adolescents. This ability to analyze is likely to be used on people as well as on evidence, with the student making critical judgments about parents, teachers, and fellow students. This use of the student's analytical ability is not likely to be appreciated.

Teachers recommending a judgmental analytical student for college entrance may be enthusiastic about the student's intellectual abilities and considerably less enthusiastic about the student's relationship with peers. Such a student may dissect the college interview process and, as a consequence, do extremely well. However, it is also possible that the student's critical responses to questions will prove an insult to both the interviewer and the institution.

Structuring or Synthetic Thinkers. Synthetic thinking is the ability to discover and structure new relationships among concepts and ideas using a creative process (Powell, 1987). Students who are good synthesizers use various pieces of information to create coherent structures. However, when a structure has been created, they may ignore critical evidence because it "doesn't fit." While the ability to analyze is a prerequisite to recasting concepts into new frameworks, students who synthesize tend to be intuitive and reflective as well as analytical.

While synthesis can be taught as an intellectual skill, some students structure, reflect, and restructure concepts at a very early age. Parents and teachers describe them as "marching to the beat of a different drummer." They intuitively define and redefine ideas, creating new works all the while.

While their work is frequently valued by teachers, students who synthesize may find it difficult to accept any criticism of their work that would alter its structure. Revision may be a difficult concept to contemplate, much less accept.

In developing any work, whether a term paper or a college essay, such students may be reluctant to consider a second draft. They may also be reluctant to reconsider ideas from a different perspective. However, students who do synthesize are the ones who develop the most unique and coherent papers and college application essays.

Various instruments are used to identify gifted students. Some instruments identify only analytical-and/or convergent-thinking students. Others identify only divergent-thinking and/or synthesizing students. Very few single measures identify all types of intellectual giftedness (Sternberg, 1986).

Social/Emotional Characteristics and Maturation

Many counselors, teachers, parents, and researchers believe that the gifted student's level of social and emotional development is "out of sync" with his or her intellectual development (Buescher, 1985; Kerr, 1981; Manaster & Powell, 1983) and that, because of this uneven development, the student may encounter a number of problems. This does not imply that the gifted student is psychologically or socially abnormal; rather, because such students are intellectually advanced, the discrepancies between their chronological age, intellectual development, and social and emotional development may occasionally cause problems. There is further evidence to indicate that high ability is often correlated with specific personality traits (Clark, 1983; Kaplan, 1980, 1983b; Piechowski, 1979, 1986) and that the level of a person's social and emotional maturation may influence the person's ability to manage his or her intellectual capability (Dabrowski & Piechowski, 1977).

Multidimensionality. The problems of so-called multidimensional students are well documented (e.g., Colangelo & Zaffrann, 1979; Davis & Rimm, 1985; Kerr, 1981, 1983; Kerr & Ghrist-Priebe, 1988). These students are highly capable and participate in a variety of activities. Their calendars present an intimidating display of appointment dates and times. Parents anxiously await the day they will get a driver's license. Many of these adolescents wonder how they will be able to make college and career plans when, on the surface, they like everything and are good at everything.

Multidimensional gifted students who do not know how to manage their intellectual abilities will have difficulty with adult tasks such as setting long-term goals and making career plans (Kerr, 1983). They need to learn to establish priorities, make commitments,

and set their long-term goals. These skills often develop as the gifted student matures emotionally. When multidimensional students know how to make decisions and establish priorities, they can focus on the activities they have chosen. This does not imply that they should narrow their interests at an early age; as they grow older, however, they should be encouraged to focus on a selected number of activities.

A high school activities list that continues for pages may be a signal to a highly selective college that the student has not yet learned to focus on meaningful involvement. By contrast, some colleges and universities will be impressed by such a list and will interpret it as an indication of a well-rounded student. However, students should be aware of the dangers of becoming overextended. Too many extracurricular activities can lower a good grade point average or lead to stress because of the student's inability to handle everything. Carried into the college setting, an attempt to participate in everything may create a destructive academic and emotional environment for the student.

Concentrated Commitment. When a gifted student is committed to a project, the student's ability to concentrate for long periods of time is unparalleled. However, when required to work on projects in which he or she is not interested, the gifted student's methods of escape may be equally unparalleled. These students establish priorities, focus on specific interests, decide what is important, and produce high-quality work in that area.

This ability to commit oneself to and concentrate on a project often emerges in very young gifted students. Parents say that it may be difficult to interrupt such children even for dinner. Teachers say that although these students produce high-quality projects in their areas of interest, they may be unwilling to work on projects that do not interest them. If such concentration occurs at an early age, the student may eliminate other interests and opportunities prematurely (Marshall, 1981). Parents of college-age students with such traits have been known to become furious when their adolescents ignore college distribution requirements and take only courses that are of interest to them, focusing on one or a few areas.

Concentrated commitment, combined with other characteristics, may be the basis for highly innovative work. On the other hand, if a student is totally engrossed in a single area of effort, this effort may dominate the student's life. While proper guidance will help such students mature and develop interests

in a broader range of activities, the students' commitment may enable them to become outstanding leaders in a chosen field. It is important to support such goals while encouraging students to take time for family, social relationships, and relaxation. It is also important to provide guidance to help students avoid making premature career decisions (Kerr & Ghrist-Priebe, 1988).

Making good college matches is especially important with high-ability students who concentrate on one academic interest. In general, their overall grade point averages may be low but they may have very high grades in their area of interest. If a student's interest is concentrated outside of school, his or her total grade point average may be uninspiring. This type of exceptional student will need to be placed with care, with extensive use of interviews and essays to indicate the student's area of concentrated commitment to college admission staff members.

Diffused Interest. Some gifted students whose interests are diffuse take a broad range of rigorous courses and are deeply involved in a number of extracurricular activities. Others, however, rush or drift from activity to activity and from interest to interest. They may be unwilling to commit themselves to any activity or interest deeply enough to develop a genuine level of proficiency. If their interests remain significantly diffused, it may be difficult for them to acquire the training necessary for a satisfying career. Many gifted adults end up in careers that are not really interesting to them, in part because they do not put forth the effort to develop in-depth knowledge and competence in an area in which they possess both interest and talent.

Students who skim the surface of knowledge may appear extremely facile, displaying a quick command of easy answers. They may become lazy and very good at hiding their lack of work. Such students should be encouraged to explore their interests but held accountable for producing work of sufficient depth.

These students' admission to college may be based on what seems to be a range of activities and acceptable grades. Indeed, certain gifted students can maintain such appearances with little effort. They may, however, find it difficult to declare a major and may change majors frequently. Without guidance and maturation, such students may not prepare for a satisfying career and may drift through life, vaguely unhappy but with little real understanding of why they are unhappy. In essence, their potential remains underdeveloped.

Intense Focus of Interest. In contrast to students with diffused interests, some gifted students explore the subjects they are interested in in depth. However, students who are so intensely focused may have difficulty bringing a project to conclusion. This trait may be an asset in the case of a scientist who works on a problem for many years; but it can be a liability in the case of a student who cannot let go of a paper or project.

A high intensity of focus is frequently associated with perfectionism. Students who are exploring an idea in depth may lose all concept of time in their effort to develop a perfect paper, experiment, or philosophical explanation. Frequently, the time expended does not measurably improve the final work, except in the eyes of the student.

Students who are this focused may refuse to turn in work that they regard as substandard, preferring an F to a B. Others may procrastinate; doing a project at the last minute allows them to explain a possible B by saying that the grade would have been an A if enough time had been allowed to complete the project.

These students are the ones who will make the scientific leaps, the surgical innovations, and the literary masterpieces. It is important to help gifted students who focus so intensely at an early age to foster social relationships. It is also important to provide them some form of relief from the intensity of their focus.

This type of student frequently submits a college application on the day it is due—by Federal Express. Only the due date puts an end to agonized writing and rewriting. Revision will continue to dominate this student's assignments, resulting in remarkable work and missed deadlines. Such a student needs help, both in high school and in college, to differentiate between intellectually important concepts that are worth the endless revision needed to produce nearly perfect work and the assignments that should be completed on time without pain and suffering.

Outer Locus of Control. An outer locus of control causes a person to attribute responsibility for outcomes to other people, the circumstances of a situation, or fate (Janos & Robinson, 1985; Whitmore, 1980).

Gifted students are known to be extremely sensitive (Clark, 1983; Davis & Rimm, 1985; Whitmore, 1980). They are observant, open to ideas, tolerant, and insightful. (Sensitivity does not mean thoughtfulness: A sensitive gifted student may not remember his parents' birthdays or anniversaries.) When a student

possesses an outer locus of control, his or her openness to ideas (i.e., sensitivity) may create an openness to being hurt (i.e., vulnerability).

Research and interviews indicate that a gifted student's locus of control governs the way he or she is influenced, positively and negatively, by conflicting expectations (Janos & Robinson, 1985; Whitmore, 1980). Student sensitivity to the pull of perceived expectations (from parents, teachers, and peers) and the push of their own extraordinary standards may create personal conflict. Gifted girls and some students of ethnic and racial minority groups may be more vulnerable to conflicting social expectations and peer pressure than others (Baldwin, 1985; Kerr, 1985b). A subsequent section explores this issue more thoroughly.

Some gifted students, because of their advanced intellectual development and sensitivity to expectations they perceive as conflicting, have difficulty handling common adolescent social drives such as belonging to a group and establishing a separate identity (Buescher, 1985; Kaplan, 1983a; Manaster & Powell, 1983). Like all adolescents, they want group approval, but they may have difficulty establishing the social relationships they need to get it.

Students with an outer locus of control may have their college or career choices made for them by parents, teachers, or peers—perhaps inappropriately. Help in self-exploration and exploring college offerings is especially important with these students. Thoughtful career exploration during high school and college will assist them to establish appropriate career goals.

Students with an outer locus of control will often have difficulty writing college essays. Since they have relied on others for their own self-definition, they do not know how to define themselves in their own terms. Writing a college essay under careful guidance can help such a student develop a better balance between outer and inner loci of control.

Inner Locus of Control. An inner locus of control allows a person to take responsibility for choices and recognize outcomes as self-produced (Janos & Robinson, 1985; Whitmore, 1980).

Students who have an inner locus of control will be self-directed and exhibit strong personal autonomy. As such, they may examine their reasons for action reflectively. They will determine their own self-concept, rather than having it determined by others.

Inner-directed students are not as anxious to please others, and they may be described as nonconforming.

Their independence of thought and action may not be acceptable to either parents or teachers who approach such adolescents from an authoritarian stance. Students who have an inner locus of control may be more interested in learning for the sake of learning and less responsive to the pressure of the grade point average.

Students with an inner locus of control may be seen as uncooperative, unwilling to go along with the group, or unwilling to compromise ideals. Those who work with such adolescents need to support both their self-determination and their right to express their ideas. In return, the students may need guidance to accept the points of view of others.

Such a student frequently decides, for cogent reasons, to apply to a particular group of colleges and then composes excellent college essays. The student's grade point average may not be strong. It is critical to match this type of student with a college or university that not only accepts differences among its students but rejoices in them.

Matrix explanation was developed by Sandra L. Berger and Gail Hubbard.

Additional General Reading

Buescher, T. M. (Ed.) (1987). *Understanding gifted and talented adolescents: A resource guide for counselors, educators, and parents*. Evanston, IL: The Center for Talent Development, Northwestern University.

This publication is designed as a resource guide for professionals and parents interested in gifted and talented adolescents, and is appropriate for people with very little experience in the field as well as those with expertise.

SPECIAL PROBLEMS ENCOUNTERED BY GIFTED STUDENTS

Because of their unique characteristics, gifted students have problems beyond those of most students who consider college and career choices. Their unique characteristics complicate decision making and cause special problems. Idiosyncratic learning styles, multidimensionality, sensitivity to perceived expectations, and a potential long-term investment in higher education create complex dilemmas—dilemmas that are more difficult to resolve than those encountered by most students.

Thomas Buescher, director of a regional talent search program, described the way some gifted students react when they think about college planning: "Part of being bright is feeling you have to have closure on any kind of decision process.... [Some

gifted students believe] 'if I sit down today and think about what college I'm going to go to, tonight I have to know'" (personal communication, August, 1987). Buescher succinctly described the confusion experienced by gifted adolescents, particularly those between the ages of 11 and 15, by explaining the gifted adolescent's intolerance of ambiguity. His thoughts are more fully discussed elsewhere (Buescher, 1985).

Problems Associated With Idiosyncratic Learning Styles

Learning is a central lifelong task essential for personal development and career success (Kolb, 1983). There is some evidence indicating that individuals display distinct learning preferences (Kolb, 1983; McCarthy, 1987). Individual learning preferences have been linked to personality (Myers & Myers, 1980) and physiological differences (Springer & Deutsch, 1985).

Gifted students who become consciously aware of the ways in which they learn best are able to use this information to make college choices, select academic majors, and evaluate career options. Kolb's research has correlated specific learning styles—for example divergent or convergent—with student-selected college academic majors and careers. Kolb (1983) found that when a student's learning style fit or matched the student's academic major, the result was academic success and a high degree of social adjustment in college. Kolb established that every career type (scientist, investment analyst, etc.) creates its own learning culture, and that when the culture of a student's chosen career matches the student's learning style, the individual is content with the career choice. Other researchers, (e.g., Gallagher, 1975; Torrance, 1981a; Whitmore, 1980) indicated that students may be academically unsuccessful in part because of a mismatch between learning style and educational provisions.

Students should be made aware of their personal learning styles to enable them to feel successful and make rational college, academic major, and career choices. Gifted students need guidance counselors who can help them recognize their particular learning styles so that the students can celebrate the joy of learning and choose appropriate colleges and careers. Counselors should be aware of some of the problems that students encounter during high school, and be ready to offer assistance. The Learning Styles Inventory (LSI), published by McBer & Co., and the Myers Briggs Type Indicator (MBTI), described in Chapter 4, are useful instruments for counselors and educators who want to assist students in this area.

Research has identified the following as some of the special needs of gifted students:

- Abstract-thinking intuitive students grasp ideas and concepts quickly. They may prefer solving problems by looking first at the whole picture and then at various parts. They benefit from courses that connect or integrate academic disciplines (e.g., philosophy, archaeology, ancient languages) and other activities that stimulate the synthesis of concepts across academic disciplines.
- Students who prefer to pursue knowledge for its own sake may need to explore each subject of interest in depth. Because of their intense focus, they may require self-directed learning programs or extra time to complete assignments. They may require colleges that minimize distribution requirements, allow students to take as few as three courses each semester, and/or provide a tutorial system.
- Divergent-thinking students may be creative, fluid, and spontaneous. Some have a difficult time with structured, sequential, secondary school courses. They may need flexible teachers or tutors and may have difficulty locating colleges that meet their diverse needs. They may need a flexible curriculum with minimal distribution requirements, or a consortium such as the one in Massachusetts (University of Massachusetts, Hampshire College, Amherst College, etc.).
- Some highly gifted students are high achievers in every academic area. They are good at inductive and deductive logic as well as intuitive reasoning. These multitasking students need to learn to make decisions, choose priorities, and focus on an intellectual area or academic discipline in order to eventually choose a satisfying career. They need counselors, teachers and parents who aren't threatened by their abilities.

Because of their idiosyncratic learning styles, some gifted students may respond best to secondary school classes that provide a combination of self-directed study, theory readings, case studies, thinking alone, reflective writing, and feedback provided by intellectual peers. Relatively few high schools are able to provide this type of differentiated structure. Counselors and parents may then have to assist gifted students in understanding that when they find it difficult to adapt to a typical high school structure, an appropriate choice of college may solve some of the problems they encounter.

Problems Associated with Multidimensionality

Multidimensionality, the ability to develop a wide variety of aptitudes, interests, and skills to a high level of proficiency, is recognized as a mixed blessing (Colangelo & Zaffrann, 1979; Delisle, 1982; Frederickson, 1979, 1986; Kerr, 1981; Kerr & Ghrist-Priebe, 1988). Multidimensional gifted students suffer from a wealth of riches. They excel in every academic subject and activity. If they cannot select priorities and focus on a few preferences, they encounter career decision problems. The college-planning approach outlined in this book will be particularly useful if any combination of the following problems is identified:

- The student complains of too many career choices and does not know how to investigate possibilities or make decisions based on priorities.
- Vocational exploration tests show a high, flat profile, that is, the student shows high aptitudes, abilities, and interests in every area.
- The student excels across achievement tests, courses taken, and activities pursued, but cannot specify two or three career options.
- The student is unfocused and constantly vacillates when exploring the variety of available colleges and possible careers.
- The student feels that because one area of talent cannot be clearly identified, he or she cannot do anything well.

Problems Associated with Sensitivity to Perceived Expectations

Sensitivity and receptivity are great assets, and they permit a student to be open to new ideas. Like multidimensionality, however, these characteristics can be a mixed blessing when students plan for college and a career. Some gifted students may be particularly sensitive to the expectations of others. Students who define themselves mainly in accordance with the expectations of others may experience conflicts between the push of their own expectations and the pull of the expectations of others. These students may lose their autonomy and creativity and limit the chances of reaching their potential. Researchers agree that unrealistic expectations cause stress and may be a problem when students select colleges and careers. The individualized approach outlined in this book will be particularly useful if any combination of the following problems is seen:

- The student is a gifted underachiever in almost

every academic subject over a long period of time (generally, more than a year).

- The student makes decisions based solely on a fear of disappointing others.
- The student constantly resists all advice and direction from parents and teachers.
- The student is always dissatisfied with everything attempted or accomplished and regularly expresses feelings of worthlessness.
- The student procrastinates indefinitely or fails to finish what is started.
- The student avoids courses or activities in which success cannot be guaranteed.
- The student concentrates prematurely on a single area of intellectual strength and is unwilling to explore a variety of academic disciplines.
- The student avoids planning for the future.
- The student says that parental expectations inhibit his or her ability to make decisions.
- The student's accomplishments are "worn as a badge" by parents and/or schools, reinforcing unrealistic expectations.

Social and Emotional Maturation

Many researchers, counselors, educators, and parents are aware that, in general, the gifted student's level of social and emotional maturation does not keep pace with his or her advanced intellectual development (Buescher, 1985; Kerr, 1981; Manaster & Powell, 1983). During the interviews conducted for this book, educators and parents expressed frustration. Remarks such as "He's brilliant, but he's still a child" allude to the notion that educators and parents expect the gifted student's intellectual development to be an appropriate yardstick for social and emotional growth. Some counselors, teachers, and parents seemed mystified by the gifted student's ability to create products far more advanced than his or her age-mates, while failing to establish satisfying social relationships, make decisions, and establish both short- and long-term goals. Many of these students cannot establish priorities.

Highly gifted students often have difficulty finding others like themselves. Consequently, it should not be surprising that establishing social relationships, a skill that is acquired through peer contact, may not be developed to the same degree as their intellect. Furthermore, their predisposition toward intellectual growth may actually get in the way of social and emotional development.

Some emotionally immature students may be significantly lacking in perspective and objectivity. They may think abstractly, but be totally unreflective (Buescher, 1985). According to one counselor interviewed, the students see these inconsistencies in themselves and feel frustrated, but they do not know what to do. They need help in sorting out which aspects of their lives they can control and which they cannot.

Interviews with high school counselors indicated that attempts to assist gifted high school students with developmental life-style issues and other problems may be met with varying degrees of ambivalence and resistance. Students may feel frustrated, isolated, and disillusioned with secondary school provisions, but resist help from counselors and parents. They may believe that no one understands the intensity of their dissatisfaction, but they cannot explain its source. They may be academically successful, but very unhappy with the structure of secondary school classes. Finally, they may not be emotionally ready to think about setting long-term goals and will not discuss their current frustrations or future plans. Securing a trusting relationship with intellectually able but emotionally immature gifted students can be time consuming and challenging.

Interviews uncovered some remarkable ways guidance counselors, educators, and parents can help gifted students resolve social adjustment problems. For example, one counselor, working with two highly analytical, judgmental gifted students, used each student's analytical ability to help both students solve problems with their gifted peers. Each student was confused about why he seemed to alienate his peers. The counselor asked each to observe the behavior of the other and offer suggestions on how things could be improved by a change in behavior. The approach worked very well. The counselor's ability to use each student's dominant cognitive strength solved the problem and assisted both students with life-style issues. This example illustrates how an adult can help gifted students by understanding how their characteristics can be assets or liabilities.

Counselors and parents can help students acquire objectivity and perspective, especially during conversations in which a student states his or her frustrations. For example:

- When a student is frustrated with an academic assignment, accept the student's frustration while pointing out the teacher's perspective. For example, a parent or counselor might say, "I know it's tough and boring, but did the teacher tell you what to

expect? Did you understand the goal of the assignment?"

- When a student who is labeled gifted is expected to produce higher quality work than his or her age-mates, accept the student's frustration. Explain the nature, role, and influence of expectations, and if possible, encourage an inner locus of control.
- When a student has difficulty with social relationships, again, accept the student's frustration while pointing out that social relationships often follow a different set of rules; that is, expectations are different.
- When a student is unable to decide what direction to take, the instruments recommended in Chapter 4 should be administered, interpreted, and discussed with the student. Specific goal-setting activities that assist gifted students in focusing on the goal and in making decisions often help more than nondirective counseling strategies.

SPECIAL NEEDS OF SPECIFIC GROUPS

Gifted Preadolescents

Gifted preadolescents (ages 11-13) are included among those with special needs because they confront some unique problems that separate them from their age-mates and from older gifted adolescents. Their chronological age, intellectual ability, behavior, and the expectations they have of themselves, their teachers, parents, and peers may all be discordant. These attributes cause conflicts and problems that "reach beyond the normal dimensions of adolescence" (Buescher, 1985, p. 11). Gifted preadolescents find it particularly difficult to accommodate their personal intellectual and social/emotional needs while simultaneously meeting the perceived expectations of others (Elkind, 1984; Manaster & Powell, 1983; Whitmore, 1980).

Like most gifted students, gifted preadolescents exhibit the advanced intellectual ability and idiosyncratic ways of learning depicted in Table 3-1. These youngsters can conceptualize, see alternatives, and formulate diverse patterns and relationships. However, their advanced intellectual abilities do *not* necessarily mean that:

- they are as advanced in social and emotional areas as they are intellectually
- they know how to manage and direct their intellectual abilities

- they know how to study, or are taught in appropriate ways
- they perform consistently.

Gifted preadolescents also share the social and emotional characteristics shown in the table. They may be multidimensional, unfocused, and highly sensitive to perceived expectations. They may be concerned about disappointing their parents, teachers, and peers. Some students are caught between the push of their own expectations and the pull of expectations that are implicitly or explicitly transmitted by others.

Research and interviews with educators and students have indicated that many young gifted students have formed premature, arbitrary, and sometimes unrealistic ideas regarding their choice of a college. For example, using the student questionnaire presented in Chapter 5, a group of seventh- and eighth-grade gifted students was asked why each of them wanted to go to college, whether they had any ideas about a particular college or group of colleges they might choose, and whether they thought their parents' responses to the questionnaire might be different from their own. Students were asked to respond to the questionnaire by rank-ordering five choices. Their choices included the entire range of possibilities listed. By contrast, their mental lists of college choices were relatively narrow. The students wanted to attend prestigious and "brand name" universities, schools attended by their parents, or local community colleges. In most cases, they said their parents agreed. During the discussion, students expressed concerns about the label "gifted," teacher expectations, the rigor of the courses they were taking, the grades they earned, and pleasing their parents. The students were concerned about the future, but they did not yet have an inner sense of direction.

Concerns expressed by students, counselors, teachers, and other professional educators indicate that gifted preadolescents need information and reassurance. Information should be provided regarding (a) opportunities for exploration, including a wide range of academic course offerings and extracurricular activities; (b) opportunities that relate academic subjects to careers; and (c) time management and decision making.

Reassurance is needed with regard to college planning. Preadolescent students need to know that (a) college and career decisions do not have to be undertaken in their very near future; (b) college and career decisions are a multistep longitudinal process, based on personal values, interests, and needs; and

(c) college and career decisions may change. Gifted people frequently change colleges, academic majors, and careers.

One intermediate magnet school in Maryland accomplishes these objectives through counseling, course offerings, and teaching strategies. This school teaches gifted students to manage and direct their intellectual abilities, and offers them an opportunity to broaden their options by providing concrete information on career-planning. By the end of high school, these multidimensional students may be able to focus on academic majors and select a college based on self-knowledge, an understanding of college offerings, and an understanding of how college offerings relate to careers.

What Counselors Can Do. To deal with the special needs and problems of gifted preadolescents, counselors should develop programs that are specifically designed for them around the following topics:

- What it means to be gifted (i.e., the implications of the label).
- Relationships with peers and adults.
- Career awareness and exploration.
- Study skills, time-management techniques, and decision making.
- Other areas known to cause negative stress.

Counselors should also provide information on sources of enrichment, such as regional talent searches, university-based summer programs, internships, mentorships, or any other program in which students can find appropriate intellectual stimulation, intellectual peer groups, and opportunities for social and emotional development.

What Teachers Can Do. Teachers of gifted preadolescents should find approaches to their academic disciplines that establish a relationship between those disciplines and other disciplines, as well as between those disciplines and the world of careers. For example, a history teacher can explain the different ways that social scientists (e.g., cultural anthropologists) use historical facts to document their work. A science teacher can explain ways that scientists are creative individuals.

The teacher should teach study skills appropriate to a given academic discipline, but specifically designed for the diverse learning styles of gifted students. For example, the convergent student follows a sequential process in search of an answer while the divergent student asks, "What would happen if...?" Both groups are problem solvers; however, they reach

solutions in entirely different ways. The teacher should take these different styles into account in teaching the material.

Finally, the students must be taught to write effectively. Toward this end, the teacher should encourage them to base their ideas on research and reflect on their discoveries (Macrorie, 1984). Also the teacher should have the students keep a journal, to be used eventually for college and/or career planning.

What Parents Can Do. Parents of gifted preadolescents should encourage independent decision making and intellectual risk taking. They should provide support and encouragement for a wide range of academic courses and extracurricular activities, set within the context of choosing priorities and setting goals. Especially, parents should encourage their gifted children to learn how to manage time. Gifted adolescents need to learn to be independent in completing both short- and long-range school assignments. If a parent has been monitoring homework and the amount of time spent pursuing interests outside of school, seventh or eighth grade is the time to stop such monitoring. Students take courses that may appear on high school transcripts; however, colleges focus on trends. They look at grades earned in eleventh and twelfth grades because those grades indicate the student's most recent ability to perform at a college level.

Information on gifted preadolescents supported by interviews with:

Thomas Buescher, Center for Talent Development, Northwestern University, Evanston, Illinois
Robert Sawyer, Talent Identification Program, Duke University, Durham, North Carolina
Ruby Tate, Guidance Counselor, Eastern Intermediate School, Silver Spring, Maryland
Virginia Tucker, Coordinator, Eastern Intermediate School, Silver Spring, Maryland

Culturally Diverse Gifted Students

A disproportionately low number of culturally diverse gifted students are identified or enrolled in gifted programs (Richert et al., 1982; U.S. Department of Education, 1982). Because underidentification is a major issue, research studies focusing on the differentiated counseling needs of this population are rare.

Nicholas Colangelo, in an article on counseling culturally diverse students, has contended that "if gifted programs are to truly serve youngsters of exceptional promise and ability, it is important to

recognize how their intellectual and social/emotional development is interdependent with their cultural/racial backgrounds" (1985, p. 34). Colangelo stated that these gifted students have special counseling needs in the following three areas:

- **Identification.** Students identified for gifted programs may experience confusion and ambivalence. They may believe that a mistake has been made or that the standards have been lowered for them.
- **Families.** Many families may be unaware of, lack information about, and be uncomfortable with gifted programs. Their lack of familiarity results in concern about community reaction to their child's participation in such a program.
- **Ethnic identity.** Students feel caught between developing an ethnic identity and participating in a program that is looked upon with some suspicion by their ethnic peers.

What Counselors Can Do. Counselors can do the following to guide culturally diverse gifted students:

- Ask elementary or intermediate school teachers whether or not they have any culturally diverse students who may be potentially gifted but not identified as such. If the answer is affirmative, investigate the possibility of formal identification of these students. The students' families may need personal contact in order to agree to placement in a gifted program.
- Be aware of the gifted student's cultural background, family traditions, and, if appropriate, the family's reason for emigrating to the United States. Some families emigrate to seek opportunities, some to seek freedom. The reasons for emigration may directly affect the student's motivation to achieve. The counselor may also need to research values and traditions to know how to engage the trust of the student and family.
- Become aware of the gifted student's cultural traditions. For example, during a family conference it may be appropriate to speak directly only to the father of the student. Cross-cultural counseling is not a simple task; counselors should seek advice and help when needed.
- Speak with the student, if appropriate, about the kinds of experiences he or she had prior to coming to the school. The counselor should alert classroom teachers if the student has had negative experiences that will affect his or her learning.

- For students from disadvantaged backgrounds, include emphasis on setting goals based on professional opportunities available and the educational preparation necessary to achieve these goals (Davis & Rimm, 1985).
- Emphasize life-styles and the goals that accompany particular occupations in career education (Moore, 1979).
- Provide parents with specific advice on dealing with language barriers.

What Teachers Can Do. Teachers can use the following guidelines in dealing with culturally diverse gifted students:

- Seek advice and information regarding any culturally different student in the class. Consult the student's guidance counselor and, if necessary, community members who understand the student's cultural background.
- Find ways of telling a culturally different student that he or she is welcome in the class. Make it clear that if assistance is needed you are available, and tell the student *when* you are available.
- Be aware of a student's cultural background and family traditions. If the family has recently come to the United States, be aware of the family's reason for emigrating. If the information is not available in the student's file, seek assistance from counselors.
- Be sensitive in interpreting the student's behavior and making class assignments.

What Parents Can Do.

- Encourage the child to be self-confident and hold high aspirations.
- Get to know the child's teachers and other school personnel. One way is to become a "welcome person" in the child's school.
- If possible, volunteer to work in the child's school, even if only for a few hours each month or semester.
- Speak with the child's guidance counselor and teachers, school administrators, or other school personnel who are available to give you information. Everyone wants the child to feel successful and to achieve at the highest possible level.

Information on culturally diverse gifted students supported by interviews with:

Nancy Dungan, Guidance Director, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Virginia

Shirley McCoy, Minority, Achievement Resource Teacher, Fairfax County Public Schools, Virginia

UNDERACHIEVING GIFTED STUDENTS

Alice. Alice (an identified gifted ninth-grade student) could not put her name on the paper. She was afraid that it would not be "right." She could not answer in class. She could not hand in written work.

Teacher, gifted students

Alice was under the care of a clinical psychologist. Her psychologist, parents, teachers, and counselor knew that she was capable of functioning at an extremely high intellectual level. They persuaded her to enroll in a seminar designed for gifted students, hoping that she would eventually respond to the special teaching strategies and peer support. Everyone encouraged Alice, despite their occasional feelings of doubt.

One day in class, Alice tentatively raised her hand. By the end of the semester, Alice was responding to the intellectual stimulation provided by her teacher and classmates. She was able to turn in assignments and participate in class discussions. Her teachers and guidance counselor celebrated. When Alice applied to college 3 years later, her application was accepted.

Jason. Jason is brilliant. In seventh grade, he scored 1,500 on SATs. His grades, however, were mediocre. It's obvious that he didn't have to put forth any effort to earn high grades; however, he didn't seem to care. He seems to need a sense of purpose.

Parent of gifted student

When Jason applied to college, his transcript reflected a series of ups and downs—grades that ranged from A to F. His grade point average was less than remarkable, reflecting his ten-

dency either to turn in work that teachers considered brilliant, or not turn in his assignments at all. His standardized test scores reflected high ability and high aptitude in all areas. Scores included grades of 4 and 5 on AP examinations and a national language examination in which he earned one of the highest scores in the nation.

Jason's parents and teachers thought of him as brilliant, but unmotivated. His guidance counselor described him as "an unharnessed dynamo." When he applied to college, his application was rejected everywhere. His guidance counselor called several colleges and discovered that Jason was identified as a risky applicant. The counselor, having spent several years persuading Jason to remain in high school, decided to argue on Jason's behalf. The counselor was successful, and Jason was admitted to a highly selective college. Although Jason's college grades were less than admirable and he continued to feel frustrated with educational structure, he earned a college degree. The guidance counselor's support provided Jason with an opportunity to take one step toward fulfilling his potential.

Grace. It was difficult to convince Grace, age 15, to take Advance Placement courses. She felt she could not succeed academically and continue to help support her family.

Guidance Counselor

Grace's parents, members of a racial/ethnic minority group, struggled to earn a living. When Grace was recommended for Advanced Placement courses, her family objected. The expectations of high academic achievement and postsecondary education on the part of both the teachers and students were different than those of her family and neighbors. Her father expected that Grace would complete high school and work in the family grocery store. Her mother worried that Grace would lose her ethnic identity if she enrolled in highly rigorous courses. Despite family protests, Grace took advantage of every academic opportunity. When she applied to college, her family argued that she should enroll in the local community college, in part because they knew they could

not afford tuition, room, and board anywhere else. Her counselor argued that Grace could attend any college she wanted. Grace was accepted by highly selective colleges. Her counselor watched for possible scholarships and, whenever possible, argued the merits of Grace's case.

The foregoing are examples of students who may be labeled "underachieving" during high school. These gifted students are quite different from one another. They do, however, share two attributes: their potential and a counselor, teacher, or parent who recognized that potential and decided to encourage the student.

Defining Underachievement

An exact meaning for the term *underachieving gifted student* is elusive. Research studies reflect a remarkable lack of clarity when defining and describing these students (Janos & Robinson, 1985), with the definitions often raising more questions than they answer. For example, Witty (1951) defined underachieving students as those who do not live up to expectations and potential. But whose expectations? Is potential measurable? Are we describing gifted students who are experiencing academic difficulty and feel uncomfortable, or are we describing parents, teachers, or counselors who expect more than a student is willing and able to produce?

Underachieving gifted students are often described in terms of symptomatic behaviors, including significant inconsistencies in chronological age, mental age, measured ability, and grades earned in school. For example, Jason was identified as gifted at an early age through the use of the Weschler Intelligence Scale for Children (WISC). His standardized test scores reflected high ability and aptitude in all areas; however, he earned mediocre grades in many high school subjects.

Underachievement, however, may be "silent" (Whitmore, 1980). We may not know the ability level of a particular student who camouflages giftedness under satisfactory performance, especially if the student's teachers, counselor, and parents have no evidence to indicate that the student is gifted. This is often the case when the gifted student is female, belongs to a minority group, is economically disadvantaged, or has a hidden handicap, such as a chronic health problem or learning disability.

The size of this group is unknown, since many highly gifted students are identified only with the use

of tests such as the Stanford-Binet Intelligence Test or the Weschler Intelligence Scale (Whitmore, 1980).

Specific personality traits and behaviors such as impulsiveness, lack of motivation, inability to concentrate for long periods of time, deficiencies in specific skills, inconsistent work habits, and social isolation have also been identified and viewed as both an influence on and an effect of long-term underachievement (Janos & Robinson, 1985; Rimm, 1986; Whitmore, 1980). Some of these characteristics and behaviors, however, have been observed in eminent adults and may be common to all gifted individuals. An analysis of autobiographies such as *Surely You're Joking, Mr. Feynman!* (Feynman, 1985) and *The Autobiography of Eleanor Roosevelt* (1958) indicates that eminent adults who have made significant contributions to society share some of these characteristics. It seems clear, then, that underachievement cannot be understood when approached solely from the perspective of student characteristics; rather, the problem is multidimensional.

Searching for Answers

Joanne Rand Whitmore, in *Giftedness, Conflict, and Underachievement* (1980), described a long-term research project (The Cupertino Project) that assisted underachieving gifted students. Whitmore stated that underachieving gifted students differ from achievers more in degree than in kind. She raised interesting questions that can assist educators and parents in distinguishing between gifted students who experience temporary academic difficulty and thus require encouragement by an attentive, sympathetic parent or counselor, and those who require short- or long-term intervention and remediation.

Whitmore's research has shown that underachievement should be defined in terms of duration, scope, and effects.

1. *Duration.* Is the problem a temporary or situational one, precipitated by family difficulties, illness, a consuming new interest, personal conflicts, or other factors? Or is the student's underachievement chronic? In such a case, the student might be identified as gifted but would show an established pattern of underachievement over a long period of time. If the student shows a long-term pattern, generally a year or more, he or she may need short- or long-term special assistance.
2. *Scope.* Is the student performing less well than his or her assessed aptitude either in all academic

areas or in one broad content area that is basic to the instructional program? Or is the student's underachievement limited to just one specific area? If the student shows long-term deficiencies in all academic areas or one broad content area that is basic to the instructional program, he or she may need short- or long-term special assistance, particularly if underachievement affects friendships. (Note. If an adolescent is suspected of having high general ability but earns low grades in one broad area, counselors, parents, and teachers should be alert to the possibility that the student may have an undetected physiological handicap such as a learning disability.) If the student is a chronic, long-term underachiever, psychological intervention should be considered as an option. Special tutoring may help the concerned student who is experiencing short-term academic difficulty. In general, special tutoring for a gifted student is most helpful when the tutor is carefully chosen to match the interests and learning style of the student. Counselors and parents who recommend broad-ranged study skills courses or tutors who do not understand the student may do more harm than good.

3. *Effect on the student or significant others.* Is there evidence of negative effects on the student or others in the student's life? Is the family concerned to the degree that the student's level of achievement weighs on the whole family? Does the student seem unable to make friends? Is he or she disturbed, withdrawn, or aggressive? Or does the student seem relatively content and willing to speak honestly and openly about academic competition and achievement? If the student, parents, or significant others describe this problem as though it is a focus for daily discussion and a constant source of family friction, the student's self-concept may be seriously affected and the student may need short- or long-term special assistance. The problem should be approached by dealing with the entire family; a family systems approach that includes psychological intervention is one option.

Whitmore's analysis of effects includes two salient questions about student behaviors that may assist counselors and parents in recognizing underachieving gifted students. First, is the student highly aggressive? Most people recognize the aggressive, hostile student. This student may refuse to comply with rules, may vie for attention in a variety of ways, may be highly disruptive and derogatory, and may reject assignments, often stating "I already know

that." In the latter case, the student's grades may range from A to F, depending on the student's interest in an assignment. Such a student may alienate peers by judging and criticizing them and sometimes by quarreling.

Second, is the student significantly withdrawn? The withdrawn student may be more difficult to identify because, on the surface, he or she may appear to be compliant and cooperative. However, observant teachers, counselors, and parents may notice some consistent patterns, such as an inability to disclose information about himself or herself, a disinterest in most subjects, constant daydreaming, an inability to work with a group, and an unwillingness to defend himself or herself when confronted. This student's failure to achieve may not be as much of a problem to teachers; however, such a student is probably more difficult to assist than the aggressive student.

Whitmore described gifted students as highly sensitive to expectations and vulnerable to social discomfort and stress. She argued that when a student's personal needs and the demands of the environment conflict or are perceived as conflicting, the student may be at risk of underachieving.

Barbara Kerr, in *Smart Girls, Gifted Women* (1985b), has offered a similar argument, as have other researchers and consultants (e.g., Colangelo & Zaffrann, 1979; Davis & Rimm, 1985; Perrone & Male, 1981). Some of these studies are limited in that they focus on special populations such as gifted females, individuals with handicaps, and minority groups, specific groups thought to be particularly at risk of underachieving. It seems valid, however, to generalize that all gifted students are at risk because of their intellectual traits and heightened sensitivity to expectations, especially when educational and guidance counseling programs do not meet their needs.

Sylvia Rimm, author of *Underachievement Syndrome: Causes and Cures* (1986), is a psychologist specializing in underachieving gifted students. She used case studies and descriptions of prototypes to discuss symptoms, causes, and cures. Rimm stated five essential causes, occurring singly or in combination, of underachievement:

1. *Initiating situation.* An identifiable point during early childhood sets the stage for underachievement. Examples include situations such as an illness or handicap that results in excessive attention-seeking behavior.
2. *Excessive power.* The child typically manipulates people so as to avoid responsibility, rather than moving toward actual accomplishment.

3. *Inconsistency and opposition.* Parents or caretakers are inconsistent and/or oppositional in the child's early years.

4. *Inappropriate classroom environment.* Class placement and teaching approaches are inappropriate, and the child experiences ineffective teachers, assignments that are consistently too difficult or too easy, or an unstimulating educational environment.

5. *Competition.* The child consistently feels like either a winner or a loser and withdraws from competition.

Rimm has documented methods, techniques, and practical intervention strategies that can be applied in any setting, with or without the help of a private psychologist. Her methods and suggestions can assist counselors, teachers, and parents in their attempts to prevent underachievement problems and stimulate and motivate highly gifted underachieving students.

Felice Kaufmann, a researcher and educator with extensive experience in working with gifted students, has expanded on Whitmore's and Rimm's research in an unpublished paper, "Helping the Muskrat Guard His Musk: A New Look at Underachievement" (1987). Kaufmann used an Adlerian psychological approach, characterized by its deliberate efforts to encourage an individual (Dreikurs, 1953, 1971). The approach is based on several assumptions and propositions, including the following:

1. Most problems are interpersonal, as opposed to intrapersonal, and can be remedied most effectively by understanding the individual, the environment, and the interaction between those elements.
2. Behavior is goal-oriented; thus, to understand an individual's negative behavior, one must understand the individual's motives and goals. This approach includes the notion that when an individual feels discouraged, he or she cannot face issues squarely, deal with them effectively, or function cooperatively with others.

Kaufmann has described underachieving gifted students as discouraged individuals who need encouragement but tend to reject praise as artificial or inauthentic. In other words, "cheerleading" is unlikely to provide these students with the necessary ammunition to cope with their problems. She has found that underachieving gifted students have difficulty committing work to paper (because that action would disclose something about themselves), tend to lack confidence, avoid responsibility, avoid

competition, may be highly resistant to adult and peer influence, and may be highly perfectionistic, sensitive, and vulnerable.

Kaufmann's view of underachieving gifted students is depicted in Table 3-2. The table may be helpful to counselors, teachers, and parents who wish to examine the behaviors and goals of discouraged people, particularly gifted adolescents.

Kaufmann had indicated that problem-solving strategies should include an analysis of student learning style, values, and interests (personal communication, August 1987). All of these are discussed in either this or the next chapter.

TABLE 3-2
Behaviors and Goals of Discouraged People

<i>Behavior</i>	<i>Possible Goal of Behavior</i>	<i>Typical Reaction of Others</i>	<i>Alternative, More Encouraging Approach</i>
Excessive need for attention	Attention. Feel important when noticed.	Punishment. Giving in.	Ignore. Give attention for more appropriate behaviors.
Avoidance of responsibility	No pressure. No fear of failure. Predictability.	Name-calling ("lazy"). Taking responsibility for the discouraged person.	Encourage responsible behaviors.
Lack of confidence in all areas	Safety. Retreat from reality.	Sympathy. Blame. Pity.	Encourage and support efforts.
Constant thoughts of worthlessness	Attention. Pity. Praise-seeking.	Praise. Pity. Blame.	Show how worth is not dependent upon performance.
Avoidance of competition	Not to be noticed, singled out, or put on the spot.	Giving special treatment.	Emphasize trying, not winning.
Need for power and control	Domination. Security. Control.	Anger. Giving in.	Try to give attention for cooperative behavior. Refuse to debate.
Need for revenge	Attention. Retaliation. Control.	Hurt. Giving in. Retaliation	Ignore when possible. Point out effect of behavior. Provide desirable alternatives.
Excessive need for perfection	Success in limited area.	Impatience. Reward. Frustration.	Encourage risk taking and new experiences. Emphasize and support efforts.
Dishonesty	Escape from punishment. Enhance self.	Punishment. Blaming.	Point out action in supportive way. Point out effect of action.
Closed-mindedness	No confusion over values. Predictability.	Agreement. No pressures.	Encourage new experiences. Ask "what would happen if . . . ?"

Note. Adapted by S. Berger from *Turning People On: How to Be an Encouraging Person* (pp. 33-34) by L. Losoncy, 1977, Englewood Cliffs, NJ: Prentice-Hall. The original version of this table was published in *Parent's Handbook: Systematic Training for Effective Parenting* by D. Dinkmeyer and G. McKay, 1976, Circle Pines, MN: American Guidance Service. Adapted with permission.

Research on Learning Styles

Learning style refers to the idiosyncratic ways that students and adults prefer to learn (Kolb, 1983; McCarthy, 1987). The concept is relatively new and exciting, but incomplete. Interviews and a brief review of research studies have substantiated a link between personality and learning preferences. The notion that gifted students learn differently from other students is also posited by many and includes the influence of personality as well as differences in process or mode, degree, pace, breadth, and depth.

Some educators recognize that, although the concept of learning style is new and difficult to define, the idea that personality and learning preferences interweave is empirically valid. Effective systems such as the 4-Mat system (McCarthy, 1987) are used throughout the United States. Trained teachers present lessons in a variety of ways, enabling everyone to understand the material.

Some researchers have provided information that can assist counselors, teachers, and parents in understanding the interrelationship between learning style and underachievement in gifted students. Torrance (1970, 1981a) has broadened our ideas about giftedness by discussing the gifted student's ability to define and solve problems in many ways (often described as *fluency of innovative ideas* or *divergent thinking ability*). This complexity of thinking may not be compatible with an educational definition of giftedness, the type of students identified (in part because many gifted students are identified through achievement test scores), or specific classroom requirements. Gardner (1985) has described seven different types of intelligence: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. He has suggested that individuals tend to display abilities in one or two specific areas and that current tests designed to measure intelligence are inadequate because they "rely heavily on a blend of logical and linguistic abilities" (p. x). Thus the types of intelligence they measure may be dissimilar to the test taker's competencies.

Thus, the problem of recognizing and assisting underachieving gifted students is complicated by the limitations of the instruments used to identify gifted students and, sometimes, a mismatch between student learning styles and educational provisions. A number of other factors, including a student's personality and family environment can also cause a gifted student to be labeled an underachiever. Table

3-3 lists examples of gifted students who are at risk of underachieving.

What Counselors Can Do. Supportive adults can use the following guidelines in dealing with gifted underachievers:

- Giftedness can be a double-edged sword. View a student's characteristics as an asset rather than a liability.
- Be available to help students, to the best of your ability. Do not wait for a crisis. Schedule regular conversations and look for ways to meet individual needs.
- Use a sense of humor when discussing problems and solutions with students.
- Discuss expectations with students. To help students clarify conflicting expectations, be sure your own expectations are realistic.
- Think of a fear of failure as a fear of success. You might ask the student to imagine how life might change if he or she were academically successful. The fear of success may be accompanied by unrealistic expectations and/or unwillingness to take risks. Be sure to include a discussion on what it means to the student to be labeled as gifted.
- Provide a wide variety of opportunities for success. Think of ways that students can bring personal interests into the school and demonstrate talents. Some students are underachievers because they do not have the opportunity to use what they know (e.g., they may have technical abilities or specific types of leadership ability).
- Some students are more interested in learning than in working for grades. Such a student might spend hours on a project that is unrelated to academic classes and fail to turn in required work. This inner-directed student should be strongly encouraged to pursue his or her interests, particularly since those interests often lead to lifelong career satisfaction. Simultaneously, the student should be reminded that teachers may be unsympathetic when required work is incomplete. Comprehensive career planning emphasizing short- and long-term goals often helps such a student to complete required assignments, pass high school courses, and plan for college.
- Find ways to allow students to demonstrate knowledge and mastery without sitting through a class. Some students, particularly those who are

TABLE 3-3

Examples of Gifted Students at Risk of Underachieving

AN ABSTRACT OR DIVERGENT THINKING STUDENT ("LEAPER") WHO:

Cannot reproduce the thinking process
used to reach a solution, and
Is consistently required
to show all work

May not document work;
May develop a fear of failure;
May rebel against preset structure;
May become unpredictable (e.g., the class clown);
May give up trying.

A HIGHLY ANALYTICAL STUDENT WHO:

Is critical of peers or adults, and
Is highly rigid or closed-minded

May become highly self-critical;
May alienate teachers;
May alienate all peers and become a social isolate;
May not participate in a group of any size;
May be unwilling to learn from others.

A MULTIDIMENSIONAL STUDENT WHO:

Has diffused interests, and
Has an outer locus of control

May avoid responsibility; may seek attention;
May not focus or become committed to any activity;
May act solely to please others;
May equate personal worth with external rewards.

A CONCENTRATED COMMITTED STUDENT WHO:

Is intensely focused, and
Has an inner locus of control

May be highly perfectionistic;
May be closed to others' ideas;
May become isolated from peers;
May be disinterested in earning high grades.

ANY GIFTED STUDENT WHO:

Does not receive appropriate intellectual
stimulation in or out of school;
Has an outer locus of control;
Sees no relationship between effort
and outcome, and blames others for problems;
Sets unrealistically low or high goals and
is consistently dissatisfied with work
accomplished;
Is made (by parents or teachers) to feel
that personal worth depends solely on
achievement (i.e., conditional love);
Receives consistently negative feedback;
Is not prized as an individual.

May experience a conflict in values;
May feel unsuccessful in an academic setting;
May become discouraged;
May develop an attitude of impotence and
resignation;
May feel helpless to control his or her environment;
May become highly hostile and aggressive;
May completely withdraw from others and from
competition;
May refuse to take any action where success is not
guaranteed;
May seek attention, power, or revenge by NOT
achieving;
May exhibit control by not achieving;
May control loss of self-esteem rather than risk losing
it by not measuring up;
May give up trying to achieve.

highly gifted, readily absorb information provided by outside sources.

- Find educators and others in your school system who are sympathetic to the special needs of a gifted student and who will provide information as to how those needs can be met both in and out of school.
- Search for appropriate summer activities that the student will enjoy, particularly those that deal with the student's interests. Some underachieving gifted students develop a love of learning through summer courses and activities.
- Help students clarify values, interests, and goals (see Chapter 4).
- Provide appropriate college and career guidance. Develop a well-planned, long-term, comprehensive program (see Chapters 4-6). Keep in mind that underachieving gifted high school students who are provided with appropriate college and career planning information may be able to set short- and long-term productive goals. Some students benefit from an out-of-school college planning seminar such as the one offered every July at the College of William and Mary.
- Avoid generalizations about underachievers. Some students appear to be underachievers but are not uncomfortable or discouraged. Some students appear to be achievers but are highly discontent and grow up to be underachievers. Choosing the right college and career can make the difference.
- Avoid praise and artificial compliments. These comments may not resonate with the way the student feels internally. Recognize effort and improvement rather than the final product.
- Avoid using methods of discouragement: domination, insensitivity, silence, or intimidation (Dinkmeyer & Losoncy, 1980).
- Avoid the use of a study-skills course, time-management class, or special tutoring if a student is a long-term underachiever, as defined by Whitmore, unless the student requests it. Such a course will work only if the student is willing and eager and if the teacher is carefully chosen.

During the writing of this book, many guidance counselors were interviewed. One counselor described the reaction of some gifted students when he established a counseling group designed to provide them with guidance and support. All gifted students, regardless of achievement level, were invited to join the group. Many of the students who joined the group were angry at first. A discussion revealed that their

anger was due to long-term resentment. They were, in one sense, asking "Where were you when I really needed you?" Another counselor reflected as follows on underachieving gifted students: "These are students who feel as though their needs will never be met." Both counselors have extensive experience in working with gifted students and find these student response patterns typical. Counselors who establish groups may find it useful to prepare themselves for such student reactions.

What Teachers Can Do. Teachers might consider the following suggestions when interacting with underachieving gifted students:

- Vary your instructional style to enable all students to learn. If possible, administer a Learning Styles Inventory. You may find that some students are rigid in their learning style preferences.
- Show students how your academic discipline relates to other academic disciplines and to the world of careers. Some students require a sense of purpose in order to learn.
- Recognize a student's attempt or effort to raise his or her grades. Emphasize progress. Comments such as "You're gifted, you can do better than this" are usually resented, and rarely work with underachieving gifted students.
- Permit an underachieving gifted student to take your course if the student is extremely interested. If the student is deficient in prerequisite skills, discuss this with the student. Compromise wherever possible, and offer extra help.

What Parents Can Do. As gifted students approach adolescence and adulthood, parents may become increasingly concerned about achievement. Simultaneously, the student may experience internal and external pressures. Heightened sensitivity to expectations from himself or herself and others can be a problem for the adolescent who feels insecure or fearful, lacks appropriate information, and is attempting to establish a separate identity. Parents can help by creating and maintaining a mutually respectful atmosphere, helping the student establish effective priorities, defining sensible guidelines, and, to paraphrase Roger Taylor, a well-known consultant on gifted students, acting as "a guide on the side, rather than a sage on the stage." With that in mind, the

following advice may be useful to parents of underachieving gifted students:

- Provide an accepting environment, positive feedback, reasonable rules and guidelines, strong support, and encouragement.
- Recognize effort, progress, and improvement. Avoid overemphasizing achievement.
- Maintain your objectivity and sense of humor. Parental caring, understanding, and objectivity are critical resources for gifted students, to be used as armor when faced with insensitive people, embarrassment, or humiliation.
- Listen to your gifted student. Show genuine enthusiasm about his or her observations, interests, activities, and goals. Be sensitive to problems, but avoid transmitting unrealistic or conflicting expectations and solving problems the student is capable of managing.
- Guide your student toward activities and goals that reflect *the student's* values, interests, and needs, not yours.
- Encourage your student to acquire a wide variety of experiences, particularly those that will assist in college and career planning. For example, if your son or daughter is interested in politics, suggest that he or she volunteer to work in a campaign office. The student may benefit from such an experience in two ways: by providing a service to the community without thought of compensation, he or she may feel useful; and by acquiring a realistic view of the work world, he or she will be better informed.
- Share your perspective on how you successfully handle stressful situations, disappointment, and discouragement. Underachieving gifted students are frequently idealistic and believe that no one else shares their problems.
- Get involved in school. Volunteer your time. Although your student may be less than appreciative, counselors and teachers need and value your assistance and support. You may also acquire useful information that will help you assist your adolescent.
- Search for a group of parents who can provide a support system. Parent advocacy groups for gifted students exist in many communities and offer a network for communication, information, and assistance. (See Appendix 5, Table A-3, for a list of resources.)
- Avoid overinvesting in your child's achievement level.
- Avoid discouraging comments, such as "If you're so gifted, why did you get a D in _____?" or "I've given you everything; why are you so _____?"

Keep in mind that some students are extremely unhappy in secondary school and do not do well academically (in part because of the organization and structure). These students, however, may handle independence quite well; they may be extremely happy and successful in the right college or when learning in an environment with a different structural organization.

A student who experiences a sudden academic decline in one or two subjects during junior or senior year is probably not an underachiever. This student, however, will need to explain the drop in grades on a college application. Handled properly, such an event may be turned into an asset. (See Chapters 5 and 6 for additional information.)

Information on Underachievement is supported by workshops presented to The Fairfax County Association for the Gifted, a parent advocacy group, and the Northern Virginia Council on Gifted and Talented Education (annual conference, 1987) by Felice Kaufmann, Consultant on Gifted and Talented.

Additional Reading on Gifted Underachieving Students

- Adderholdt-Elliott, M. (1988, September). What's bad about being too good? *Gifted Children Monthly*, 9(7), 1-3. Provides ten tips for curing perfectionism.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences* (rev. ed). New York: Basic Books.
- Kaplan, L. S. (1983). Mistakes gifted young people too often make. *Roeper Review*, 6 (2), 73-77.

- Kerr, B. (1985). *Smart girls, gifted women*. Columbus, OH: Ohio Psychology Publishing Company.
- Losoncy, L. (1980). *You can do it: How to encourage yourself*. Englewood Cliffs, NJ: Prentice-Hall.
- Rimm, S. (1986). *The underachievement syndrome: Causes and cures*. Watertown, WI: Apple Publishing Company.
- Torrance, E. P. (1970). *Encouraging creativity in the classroom*. Dubuque, IA: William C. Brown.
- Webb, J., Meckstroth, E., & Tolan, S. (1982). *Guiding the gifted child*. Columbus, OH: Ohio Publishing Company.

Resources to Use with Underachieving Students

- Bottner, B. (1986). *The world's greatest expert on absolutely everything...is crying*. New York: Dell Publishers. Deals with how perfectionism affects interpersonal relationships.
- Dinkmeyer, D. and Losoncy, L. (1980). *The encouragement book*. Englewood Cliffs, NJ: Prentice-Hall. Provides a plan, strategies, hints, and tips for helping discouraged students.
- Edwards, B. (1979). *Drawing on the right side of the brain*. Los Angeles, CA: J. P. Tarcher. Distributor: St. Martin's Press, New York. A course in enhancing creativity and artistic confidence.
- Ellis, D. (1986). *Becoming a master student*. Rapid City, SD: College Survival, Inc. Written primarily for college students, this book provides dynamic ways of teaching study skills, time-management, and goal-setting. Students are encouraged to try innovative approaches to academic and life management skills. College Survival, Inc. will provide assistance to counselors and educators concerned about student success and retention. Write to 2650 Jackson Boulevard, Rapid City, SD 57702-3474 or call 1-800-528-8323.
- Feynman, R. (1985). *"Surely you're joking, Mr. Feynman!": Adventures of a curious character*. New York: W. W. Norton & Company and Bantam Books. An amusing autobiography by a Nobel Prize winner who followed his interests and developed a passion.
- Harvey, J. & Katz, C. (1986). *If I'm so successful, why do I feel like a fake? The imposter phenomenon*. New York: Pocket Books.
- Heide, F. & Chess, V. (1985). *Tales for the perfect child*. New York: Lothrop, Lee and Shepard Books. Presents a funny look at what would happen if children were perfect.
- Manes, S. (1987). *Be a perfect person in just three days*. New York: Bantam/Skylark Books. A student

decides that he wants to be perfect and finds a book on the topic.

- McDermott, G. (1980). *Sun flight*. Soquel, CA: Four Winds Press. Shows students how aiming too high with unrealistic standards can be self-defeating.
- McGee-Cooper, A. *Time management for unmanageable people*. P.O. Box 64784, Dallas, TX 75206. Provides a "right-brain" method for work/study skills and time-management. Suggestions include "reward yourself first and then do your assignments."
- On being gifted*. (1976). New York: Walker and Co. Written by students (ages 15 to 18) who participated in the National Student Symposium on the Education of the Gifted and Talented, this book is an articulate presentation of student concerns such as peer pressure, teacher expectations, and relationships.
- Smith, D. (1978). *Dreams and drummers*. New York: Thomas Y. Crowell Publishers. The story of a perfectionist who learns that we cannot always be Number One at everything.
- Zadra, D. (1986). *Mistakes are great*. Mankato, MN: Creative Education. Provides examples of famous mistakes and how they can be turned into positive learning experiences.

Sources:

- Adderholdt-Elliott, M. (1988, September). *Gifted Children Monthly*, 9(7), p. 3.
- Dr. Felice Kaufmann, Lexington, Kentucky.

GIFTED GIRLS

At an early age gifted girls typically demonstrate stronger academic and career interest than their female peers (Fox, 1977; Wolleat, 1979). By the time girls graduate from college, however, research studies indicate a pattern of declining intellectual achievement and career aspirations. Researchers have established that the early career aspirations of young gifted girls are often restricted by societal expectations (Callahan, 1981; Kerr, 1983, 1985b). Their aspirations may further decline through the identity-forming process that occurs in adolescence and young adulthood.

Does this decline restrict the girls' college and career choices? Do adolescent college and career choices in turn affect adult satisfaction? Several studies have indicated that gifted women who have chosen careers alone or careers combined with marriage and family are far more satisfied with their lives than women

who have chosen marriage and family over a career (Rodenstein & Glickauf-Hughes, 1979). Therefore, established problems and barriers encountered by gifted girls merit examination by concerned counselors and parents.

Many researchers have looked for ways to account for differences between the accomplishments of men and women. Some research studies are particularly relevant because they provide an overview of and/or clarify reasons for the differential accomplishments and satisfactions of gifted men and women. Among these are the following.

A unique 50-year longitudinal study by Terman (Terman, 1925; Terman & Oden, 1935, 1947; Terman, 1959) and a follow-up study by Sears and Barbee (1977) confirmed that intellectually able girls, first identified by IQ scores in 1921, were psychologically healthier than their age-mates but less likely than their male counterparts to pursue career goals. Of those engaged in careers, the salary they earned was far below that of their male peers.

A landmark study of Presidential Scholars from 1964 to 1968 by Kaufmann (1981) focused on a group of gifted individuals born in the 1950s. Presidential Scholars represent the top 1/10th of 1% in the nation in terms of academic achievement as measured by the National Merit Scholarship Qualifying Test and other indicators. A group of 172 males and 150 females responded to questions about their postsecondary development. Kaufmann found few differences between the sexes on most measures of success. The exception, however, was an overrepresentation of women in the clerical and unemployed job categories, verifying a finding by the Terman study.

When interviewed for this book, Kaufmann reported that her study and more recent research studies indicated that when males and females were equal in both level of employment and salary, the women had successfully collaborated with a mentor who nurtured their talents and provided encouragement (Kaufmann, Harrel, Milam, Woolverton, & Miller, 1986).

Barbara Kerr, a psychologist interested in the career development of gifted girls, studied the postsecondary experiences of her gifted high school classmates. The result was the thoughtful book, *Smart Girls, Gifted Women* (1985b), in which she analyzed the results of her study, reviewed and clarified relevant research, and extracted the characteristics common to such eminent women as Beverly Sills, Margaret Mead, and Eleanor Roosevelt. Kerr's thorough research isolated external and internal barriers that may prevent gifted girls from fulfilling their early aspirations and

dreams. She provides specific recommendations for women of all ages. Kerr's concerns about how gifted students plan career goals are reflected throughout this book.

Matina Horner's landmark study, *Fear of Success Syndrome* (1972) revealed that high-achieving girls who compete with male peers tend to perform at a level well below their abilities. Gifted girls may, because of their extreme sensitivity, perceive social expectations in mixed-sex competitive situations. They may unintentionally demur from competition and, in effect, operate at a lower level than their capabilities predict.

Other researchers have found evidence indicating that self-confident, highly independent girls with nontraditional attitudes are less vulnerable because they are resistant to peer pressure and other outside influences.

Many researchers have studied the tendency of gifted girls to perceive themselves as less able than gifted boys and their need to "explain" their success. Some girls tend to attribute success to external factors such as luck. When they fall short of their goals, they tend to attribute failure to lack of ability or other internal factors (Deaux & Emswiller, 1974). (The reverse is true for males.) Some high-achieving women tend to believe their successes are overevaluated and fear discovery as so-called "intellectual imposters" (Clance & Imes, 1985).

The relevant research thus indicates that many young gifted girls are caught between the pull of socially acceptable feminine behavior ("it's not feminine to be smart") and the push of their own exceptional abilities. In too many cases, it seems, social needs begin to outrank early interest in future careers.

Gifted adolescents interviewed for this book reinforced the conclusions reached by researchers. The boys were elaborative, freely disclosing personal details about their successful attempts to find resources that met their needs. They did not mention giftedness per se, but did not feel uncomfortable with their unusual abilities. By contrast, the girls answered questions more cautiously and indirectly than the boys and did not elaborate. They were far more circumspect.

Personal interviews with teachers and mothers of extremely gifted students have further underscored the research findings. A humanities teacher at the North Carolina School of Science and Mathematics highlighted the reticence observed in some gifted girls as follows:

Girls are not the risk takers that boys are . . . they're not the ones who will debate [a point] with me . . . I think there's a stigma with girls about appearing too bright . . . Girls will know the answer but not volunteer unless you call on them, not wanting to appear too bright, or too aggressive . . . If there were only some way girls would stop being so aware . . . perceiving that everyone is watching them.

One mother, at home raising three gifted sons, was a good example of the problem encountered by many gifted girls: "I'm not gifted, although my father, his sister, and younger brother participated in the Terman study. My mother and grandmother went to college, and I graduated with honors." She spoke of her uncle, who, at age 45, became an acknowledged expert on American Indians. She mentioned her grandparents as "fascinating people," homesteaders, the first people in a new territory to build a wood house, to bring a piano from the East, and start an educational system. She spoke frankly about her adolescent desire to be popular, recalling that "smart" girls did not date and seemed "out of it" during high school. She said that her choice of college major (elementary education) was based on her desire for flexibility. Eventually she wanted to stay home to raise her family. She felt comfortable with her decision.

The students, teachers, and parents interviewed are not a representative sample of the population. Nonetheless, the interviews indicated that girls sense a conflict between the feminine role and giftedness, a finding consistent with longitudinal research studies.

Gifted girls receive conflicting messages throughout childhood and early adolescence. In general, their gifts are valued and reinforced: They are gifted, and therefore "can do anything." But at some point, they are subtly directed toward socially acceptable feminine role behavior (Rodenstein & Glickauf-Hughes, 1979) and feel constrained by cultural expectations (Callahan, 1981; Kerr, 1983, 1985b). As a result, during early adolescence, a critical period in the formation of female identity, the pull of social needs appears to counteract their need for self-esteem and/or achievement. This conflict may preclude long-range planning and, more important, freedom of choice.

Gifted girls are experts at living up to perceived expectations and learn to adapt in ways that are psychologically healthy but limit their options. They may recognize career obstacles and totally avoid career plans, or choose careers that require less investment of time and commitment (Kerr, 1985b; Wolleat, 1979).

It may be unrealistic to hope that we will instantly remedy or neutralize cultural expectations and other environmental factors. However, if gifted girls are to plan their lives meaningfully and effectively and if they are to direct themselves toward goals of their own choosing, they must be able to look at the myriad of options available to them. They also must be made aware of the internal and exterior barriers that limit those options (Callahan, 1981; Kerr, 1985b), cause them to lower their aspirations, compromise career goals, and rob them of opportunities to fulfill their early potential.

Once counselors and parents are aware of these barriers, they can be sympathetic to and supportive of gifted females.

What Counselors Can Do. To nurture gifted girls, counselors can:

- Provide appropriate (nonsexist) career guidance.
- Provide women role models and mentors who will share experiences on how they achieved success and how they integrated family and career goals.
- Encourage and facilitate 4 years of mathematics and science courses. If a gifted girl expresses interest in mathematics and/or science as a career, investigate and provide resources to use as career role models and mentors.
- Encourage exploration of women's colleges. Those with high proportions of women on the faculty produce more women scholars and leaders.

What Teachers Can Do. Teachers can aid in the positive development of gifted females by doing the following:

- Mathematics and science teachers can encourage female students to advance to upper levels. If a gifted girl expresses an interest in mathematics and/or science as a career, explain why you chose to teach in your academic subject.
- Explain how a particular academic discipline relates to careers, and be creative in this explanation. For example, if you teach mathematics or science, assign the reading of an autobiography such as that of Barbara McClintock, 1983 Nobel Prize winner in physiology and medicine.
- Encourage students to document their abilities by entering competitions in language arts, science, mathematics, the visual and performing arts, or any other field they are interested in.

What Parents Can Do.

- Encourage long- as well as short-term planning, emphasizing decision-making skills.
- Reinforce atypical, constructive behavior.
- Provide specific guidance to help girls understand that there is a direct link between their efforts and results. Luck is not the primary factor.
- Be a role model for desired behavior. Demonstrate how gifted women can make a difference.

Information on gifted girls is supported by interviews with the following consultants. (The names of students and parents are omitted to protect privacy.)

Felice Kaufmann, Consultant, Lexington, Kentucky.

Barbara A. Kerr, Associate Professor of Counselor Education, Director of Honors Program in Education, University of Iowa, Iowa City, Iowa.

Virginia S. Wilson, Chair, Department of Humanities, North Carolina School of Science and Mathematics, Durham, North Carolina.

GIFTED LEARNING DISABLED STUDENTS

Over the past decade, clinicians and practitioners have devoted extraordinary time and energy to providing parents and teachers with clues for identifying learning disabled children. Parents, however, often sense that their child is somehow different long before they receive confirmation from a consulting psychologist or the school.

A parent may first notice socialization problems when the child misinterprets social clues about when to laugh, cry, talk, or be silent. The child may anger too quickly or fail to react in a situation when anger may be the appropriate response. At home or at school a child may be oblivious to time; may appear to be lazy, forgetful, or unprepared; or may honestly believe that a project or chore has been completed when it has hardly been begun.

Parents of learning disabled youngsters develop long lists of behaviors that they identify as signs that their children suffer from learning disabilities or from a variety of information processing deficits.

Learning disabled children and their parents suffer from confusion, anxiety, and constant misgivings. Such children are particularly frustrated by their inadequacy in reaching their own, parents', the school's, and society's goals. They may be desperately

unhappy, asking time and again, "What's wrong with me, why am I different?"

But what happens if a learning disabled child is also gifted? What nuances of behavior might a parent, teacher, or guidance counselor notice that would provide the clues? Once the child is identified as gifted, what might they do to ensure the best possible development and educational experience for him or her? Where can they turn for appropriate advice and professional guidance? How do they overcome their own feelings of helplessness?

The following case study and discussion of the college- and career-planning process makes clear how infinitely more complex that process may be when the gifted adolescent is also learning disabled.

Adam. When he was an infant, a major university hospital identified Adam's brain abnormalities as resulting from a birth trauma. His parents were told they were lucky that his troubles were identified so early in his life.

Various medical professionals identified Adam as retarded, brain damaged, dyslexic, suffering from minimal brain dysfunction, or learning disabled. His IQ scores varied from less than average to average, to above average. Recommendations included placement in a therapeutic day nursery, a special education facility, or a mainstream environment. His parents were told he needed a self-contained class, a resource class, or no special arrangements. One expert said Adam was perfectly normal, suffering only from overanxious "ethnic" parents. Others blamed all his problems on assorted psychological experiences, none related to birth trauma or learning disability.

Adam progressed through the expected developmental stages, but always at his unique pace. At 18 months he walked with difficulty, at 3 years he could barely talk, and at 4 he still had difficulty with toilet training. In nursery school he made progress in gross motor skills and reading readiness. His fine motor skills were very poor, and his socialization skills nonexistent.

At age 5 Adam began to read. He developed a rich vocabulary, made insightful though garbled comments, and accelerated rapidly in reading skills. Preschool teachers missed these signs, focusing instead on his toilet habits and his inability to write his name legibly. A special education facility was recommended by the teacher and a psychologist.

Adam entered a private school that specialized in working with learning disabled children. The setting proved inappropriate. At home he read every chil-

dren's book provided, but the school sent home reports proudly announcing that Adam had mastered "three new letters this quarter." By the second year, the school admitted it was impeding Adam's academic progress.

When Adam was ready for elementary school, he asked to enter public school. He realized he had difficulties and worked harder than his peers to achieve modest results. Despite hours of assistance, he could not remember recently learned facts and had difficulty following simple directions. Arithmetic posed almost insurmountable problems. He felt academically superior in self-contained classrooms but could not cope with the impersonal approach of regular classes. Socialization remained a problem.

By high school, Adam's strengths and weaknesses were clear. His reading level was excellent, and his understanding of content was accurate and compassionate. His interest in social studies was well above that of his peers, and he had developed a keen interest in computers and computerized games. His speech was still difficult to understand, his memory was spotty, and he could not learn arithmetic or write a coherent sentence. Working closely with the high school guidance counselor, his parents developed a protocol for planning an academic program that would allow for maximum mainstreaming and capitalize on Adam's strengths and wishes.

Adam took an active part in the process. His preferences led to family negotiations. "Do you really want to take this course?" "Do you really need it?" "How important is this issue to you?" "Do you believe you can do well?" "What will happen if you fail?" "If you are not doing well, will you tell us so that we can help?"

Negotiations with the school followed. If Adam failed a mainstream course, could he fall back on a self-contained version? If he were failing, would he agree to switch to another course? Adam broke precedents at his high school. He took courses no special education student had taken before (3 years of foreign language and 2 years of computer science, for example) and refused, over the school's objection, to take traditional special education courses such as vocational education.

Despite this approach, Adam's high school career was not uneventful. Some teachers resisted his presence in their classroom, while others admitted him but placed meaningless burdens on him ("If you can't spell accurately, you can't get a passing grade in science." or "I can't pass you in English if I can't read your handwriting."). For 3 years in a row, his program, negotiated and approved in the spring, was

mysteriously changed over the summer. "Computer error," his parents were told.

By his senior year, it was clear that Adam had an exceptional mind for specific areas of study. His reading skills and vocabulary were significantly above grade level, he had a knack for computer science, and he had developed a strong interest in and understanding of politics. He still could not do arithmetic, spell, or write legibly, but he finished high school with a fine academic record, was elected to the National Honor Society, and was accepted at every college to which he applied. While Adam was certainly learning disabled, he had clearly demonstrated traits and characteristics associated with the gifted and talented.

Special Concerns

The decision to send a learning disabled child to college (regardless of giftedness) is not one to be taken lightly. For an individual with deficits in social, study, and organizational skills, it is a major decision. Support systems meticulously worked out in high school cannot follow the student to college. Parent advocacy must be replaced by self-advocacy. Academic learning must be pursued while a medley of independent living skills are developed, friends are sought, and separation from home and family is realized. The learning disabled student who is thinking of college must be made aware of all these difficulties and understand that the choice to attend or not to attend is his or her own.

Once it is realized that the learning disabled student may be capable of attending a college, the personal (Who am I?) and college (Who are they and what will they expect of me, etc.?) evaluations begin. Discussions also begin with guidance counselors and college advisors. There are college fairs to attend, guides and directories to review, visits to be made, and applications to be completed.

For a learning disabled student, the basic college-planning steps and schedules are similar in many ways to those for a non-learning disabled student. But the student and his parents must expand upon the basics and focus on specific issues unique to the learning disabled. For example:

- They must learn to distinguish schools that merely accept learning disabled students as a condition of continuing federal support from those that actively encourage their enrollment by providing specialized programs.

- They must investigate the school's support to determine whether it is unstructured (provided as needed) or structured (records on the student are maintained and progress is monitored).

As the list of college criteria is assembled, the student and his or her parents must be honest about their perceptions of the student's needs. Basics such as distance from home and available transportation for home visits, single-sex education or coeducation, size of student body, and academic standing must be expanded to include issues such as the following:

- Is there evidence of an organized program for the learning disabled?
- Is there evidence of a full-time staff in the program, as well as a full-time director to monitor activities?
- Is there evidence of special considerations for learning disabled students such as allowing tape recorders in the classroom, untimed tests, writing laboratories, tutors in every subject area, and allowing extended time for graduation?
- Is there evidence of successful career placements of learning disabled students in their chosen fields following graduation?

As with any college search, the list will narrow to five to seven good candidates. The schools must then be contacted, interviews arranged, and family visits planned. Campus tours and the opportunity to sit in on classes must be given particular attention, since it is extremely important for the learning disabled student to personally judge the level of difficulty of the instruction, observe the interaction of the students, and gain for himself or herself a sense of the relationship between the students and the faculty.

The admissions interview may not answer all the questions regarding programs for learning disabled students. If this is so, the student and his or her parents must seek out and meet with a member of the learning disabilities program staff. A list of questions based on family concerns and perhaps stimulated by a review of the college directories and guides or discussions with high school guidance personnel should be prepared prior to the visit. Questions might include the following:

- What type of support is available for learning disabled students?
- Is the program monitored by a full-time professional staff?
- Has the program been evaluated, and if so, by whom?

- Are there any concerns for the program's future?
- Who counsels learning disabled students during registration, orientation, and course selection?
- Which courses provide tutoring?
- What kind of tutoring is available, and who does it—peers or staff?
- Is tutoring automatic, or must the student request assistance?
- How well do faculty members accept learning disabled students?
- May learning disabled students take a lighter load?
- Are courses in study skills or writing skills offered?
- Have counselors who work with learning disabled students received special training?
- How do students on campus spend their free time? Are there programs that will interest and accommodate learning disabled students?
- May learning disabled students take more time to graduate?
- Whom can parents contact if they have concerns during the academic year?

The learning disabled adolescent's progress toward adulthood is constantly stymied by dilemma. Decisions and choices must often be based on fragmentary knowledge and perceptions or distorted recollections. The dilemma faced by the learning disabled student, most particularly the gifted learning disabled student, stems from his or her desire to demonstrate independence from parents, counselors, teachers, and tutors, and the equally strong desire to maintain the respect and support of those same parents, counselors, teachers, and tutors. The learning disabled student frequently wishes to make the decisions that will frame his future, even while sensing that they may not be realistic or ultimately doable.

College and career planning for gifted learning disabled students is practicable but it requires extraordinary participation, cooperation, and patience.

The following suggestions may help those who guide gifted learning disabled students:

1. Many gifted learning disabled students are not identified because they can mask a learning disability and achieve at what seems like a normal or average rate. In fact, it is only because they are gifted that they can accomplish this. Comprehensive testing should be recommended for any student having difficulty, particularly in fifth or sixth grade. Results may be more accurate if the

student is tested in the environment in which he or she is expected to perform.

2. Priscilla Vail, author of *Smart Kids with School Problems* (1987), says that to assist gifted learning disabled students, we must focus on their strengths rather than their learning weaknesses.
3. Gifted learning disabled students should be informed that there are several forms of the SAT and many other standardized tests. Students may request to take an untimed version of the SAT.

Additional Reading on Gifted Learning Disabled Students

- Armstrong, T. (1987). *In their own way: Discovering and encouraging your child's personal learning style*. Los Angeles, CA: J. P. Tarcher. Distributed by St. Martin's Press. Toll free number: 800-221-7945. A former teacher and learning disabilities specialist describes learning differences and provides suggestions.
- Cannon, T., & Cordell, A. (1985, November). Gifted kids can't always spell. *Academic Therapy*, 21 (2), 143-152. Discusses briefly characteristics of the gifted learning disabled child, possible patterns on tests, and strategies for instruction.
- Daniels, P. (1983). *Teaching the gifted/learning disabled child*. Rockville, MD: Aspen Press. Designed for educators and often technical.
- Fox, L., Brody, L., & Tobin, D. (Eds.) (1983). *Learning disabled gifted children: Identification and programming*. Austin, TX: Pro Ed. The most comprehensive study available containing a variety of experts' opinions.
- Getting learning disabled students ready for college*. (ND). Washington, DC: American Council on Education, HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036. A useful fact sheet and checklist.
- Gifted learning disabled—Not an oxymoron (1988, May). *Gifted Children Monthly*, 9(5), pp. 9, 15. A brief article describing some of the traits of gifted learning disabled children.
- How to choose a college: Guide for the student with a disability* (ND). Washington, DC: American Council on Education, HEATH Resource Center, One Dupont Circle, Suite 800, Washington, DC 20036.
- Parker, A. (1986, May). Living with incongruity. *Mensa Bulletin*. This is a parental case report.
- Prihoda, J., Bieber, T., Kay, C., Kerkstra, P., & Ratcliff, J. (Eds.) (1988). *Community colleges and students with disabilities*. Washington, DC: American Council on Education, HEATH Resource Center. Lists services and programs for disabled students at more than 650 U. S. community, technical, and junior colleges.
- Promoting successful mainstreaming: Reasonable classroom accommodations for learning disabled students*. (ND). Rockville, MD. Results of a study done in Maryland schools. Available from Montgomery County Public Schools, Supply and Property Management, 540 North Stonecrest Avenue, Rockville, MD 20850. Attn: Ms. Shirley Martin. A practical guide to specific interventions for learning disabled students.
- Rosner, S. (1985, May/June). Special twice: Guidelines for developing programs for gifted children with specific learning disabilities. *G/C/T*, (38), pp. 55-58. A very basic overview.
- Scheiber, B., & Talpers, J. (1987). *Unlocking potential*. Bethesda, MD: Adler and Adler. A step-by-step guide to college and other choices for learning disabled people. This book offers advice on everything from diagnosis and vocational assessments to specific college programs designed to accommodate learning disabled students and to provide them with study skills.
- Silver, L. (1984). *The misunderstood child: A guide for parents of learning disabled children*. New York: McGraw-Hill. A very easy-to-read basic and informative book with a focus on learning disabled, yet relevant to gifted learning disabled.
- Vail, P. (1987). *Smart kids with school problems*. New York: E. P. Dutton. This valuable book emphasizes the traits of gifted students and the learning styles that set gifted/learning disabled students apart. Vail includes a chapter on maturation and higher education.
- Whitmore, J. (1982, January). Recognizing and developing hidden giftedness. *The Elementary School Journal*, 82(3), pp. 274-283. Explores myths about GT children that hinder the identification of gifted learning disabled children.
- Whitmore, J., & Maker, C. J. (1985). *Intellectual giftedness among disabled persons*. Rockville, MD: Aspen Press. One chapter specifically on gifted learning disabled with excellent case studies.
- Wolf, J. & Gygi, J. (1981). Learning disabled and gifted: Success or failure? *Journal for the Education of the Gifted*, 4(3), p. 204. Well-stated definitions of gifted learning disabled qualities with ideas about identification and programming.

The following agencies provide information and resources to parents, teachers, counselors, and others who are interested in the special needs of gifted learning disabled and other gifted handicapped students.

NATIONAL CLEARINGHOUSES

THE ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 703/620-3660.

The ERIC Clearinghouse gathers and disseminates educational information on all disabilities and the gifted across all age levels. The Clearinghouse abstracts and indexes the special education literature included in the computerized ERIC database and its monthly print indexes *Resources in Education* and *Current Index to Journals in Education*. Services include responses to written, phone, and electronic information requests, ERIC workshops and technical assistance, computer searches of the ERIC and *Exceptional Child Education Resources* (ECER) databases, and analyses of current trends and issues.

HEATH HIGHER EDUCATION & ADULT TRAINING FOR PEOPLE WITH HANDICAPS, American Council of Education, One Dupont Circle, Washington, DC 20013, 202/939-9320 or 800/544-3284.

HEATH collects and disseminates information on educational support services, policies and procedures, adaptations and opportunities on American campuses, vocational-technical schools, adult education programs, independent living centers, transition, and other postsecondary training situations. HEATH maintains a toll-free number, provides single copies of materials free of charge, and encourages duplication and further dissemination.

NATIONAL INFORMATION CENTER FOR HANDICAPPED CHILDREN AND YOUTH (NICHCY), P.O. Box 1492, Washington, DC 20013, 703/893-6061.

NICHCY collects and shares information and ideas that are helpful to children and youth with handicaps and the people who care for and about them. The Center answers questions, links people with others who share common concerns, provides technical assistance, publishes information products, and uses

visual media to inform. Essentially, NICHCY helps information flow between the people who have it and those who need it.

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION (NCCE), ACCESS CLEARINGHOUSE, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044, 301/997-9300 or 800/NETWORK (638-9675).

NCCE, a not-for-profit organization devoted to improving the quality of public schools through increased public involvement, maintains a computerized database, and provides information and resources to parents and other citizens. NCCE also trains parents and educators to work constructively together, provides handbooks and films, monitors federal legislation, provides technical assistance, and publishes a monthly newspaper. ACCESS services include regional lists of the colleges and universities offering services to students with learning disabilities, and a publication, *College Opportunities for Learning Disabled Students*.

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4. The College Search: A Matter of Matching

LEARNING ABOUT ONESELF

The years from the beginning of 7th grade to the end of 12th grade are turbulent times for gifted adolescents. During this critical period, different types of assistance must be available if they are to develop accurate and realistic self-concepts, use their talents in constructive, satisfying ways, and develop an appreciation for community. For this goal to be achieved, a systematic approach is necessary, one that assists students in dealing with multidimensionality, the pressure of expectations, and the significance of a career as a life development process and a principal means of self-expression (Gysbers & Moore, 1987; Sanborn, 1979). The process suggested by this chapter should be built into a guidance program. Guidance counselors and parents should not assume that a young gifted person will take advantage of opportunities for self-discovery; often strong encouragement is needed. Counselors and teachers can assist gifted students by providing the necessary tools, guidance, and encouragement. Parents can help by understanding the complexity of the task and providing resources and support.

Research and interviews have suggested the following ways counselors, educators, and parents can assist students in learning about themselves, their community, and career options:

- Appropriate paper-and-pencil exercises help counselors assess the needs of their gifted students and help students develop an academic plan, effective work-study habits, a time-management system, and decision-making skills.

- Developing effective writing skills assists students in clarifying thoughts and discovering the meaning of experiences.
- Exposure to a broad range of academic subjects, intellectual ideas, and social situations assists students in learning about themselves through a variety of experiences.
- Group guidance counseling and discussions with intellectual peers help students clarify intellectual and social/emotional experiences, establish a sense of direction, and set short- and long-term goals.
- Career exploration, a self-discovery process, assists students in understanding the relationship between school and careers, becoming familiar with realistic career options, setting short- and long-term goals, and planning for the future.

Paper-and-Pencil Exercises

Student Needs Assessment Survey. (Figure 4-1). A justifiable programmatic approach to guidance counseling should be coherent, predictable, and based on knowledge of the community and the needs of individual students. A program may change emphasis from year to year; however, its basic elements should remain constant.

Student needs vary among and within schools. The Student Needs Assessment Survey on page 49 can help counselors assess what information is needed by students in a variety of areas. This instrument will allow for the logical planning of a guidance program, starting with the question, "What do my students need?" You may duplicate the Student Needs Assess-

FIGURE 4-1
Student Needs Assessment Survey

DIRECTIONS: Ask student to rank each of the following on a 5-point scale:

1. Not important to me
2. Important to me but I need no further assistance
3. I would like a little assistance
4. I would like medium assistance
5. I would like a lot of assistance

CAREER DEVELOPMENT

- _____ 1. To explore how various jobs could affect my life style.
- _____ 2. To become more aware of my career interest areas.
- _____ 3. To know more about job opportunities in my career interest areas.
- _____ 4. To know more about training requirements for jobs I might like.
- _____ 5. To become aware of training offered in my career interest areas.
- _____ 6. To talk with people employed in my career interest areas.
- _____ 7. To get some job experience in my career interest areas.
- _____ 8. To understand the changing patterns of careers for both men and women.
- _____ 9. To have help to obtain part-time and/or summer work.
- _____ 10. To know what jobs are available locally.
- _____ 11. To know how to apply for a job.
- _____ 12. To know how to interview for a job.
- _____ 13. To get my parents interested in my career planning.
- _____ 14. To know how important people influence my career choice.
- _____ 15. To know how to prepare for careers that interest me.
- _____ 16. To have actual on-the-job experience; to know what it is like to be employed.
- _____ 17. To know where and how to start looking for a job.
- _____ 18. To have counseling about my career plans.
- _____ 19. To know more about possible careers and the world of work.
- _____ 20. To explore in detail careers I might like.
- _____ 21. To understand the impact of my sex on career plans.
- _____ 22. To know how the courses I am taking relate to jobs in my career interest areas.

- _____ 23. To understand how my values relate to my career plans.
- _____ 24. To know how my personality and preferred method of learning relate to my career plans.
- _____ 25. To know how important people influence my career choice.
- _____ 26. To know how to prepare for careers that interest me.

LIFE SKILLS DEVELOPMENT

- _____ 27. To improve my study skills and habits.
- _____ 28. To develop my test-taking skills.
- _____ 29. To learn how to handle pressure from friends, teachers, family, or myself.
- _____ 30. To learn how to make decisions and solve problems.
- _____ 31. To learn how to set goals in my life.
- _____ 32. To learn how to manage my time better.
- _____ 33. To learn how to spend money more wisely.
- _____ 34. To learn how to stay healthy, both mentally and physically.
- _____ 35. To understand better the effects of alcohol, drugs, and medicines.
- _____ 36. To learn how to deal with community problems.
- _____ 37. To learn how to participate in government.
- _____ 38. To learn how to get more out of my life through leisure time activities.

KNOWING MYSELF

- _____ 39. To identify my strengths and abilities.
- _____ 40. To develop more confidence in myself.
- _____ 41. To understand my personal values.
- _____ 42. To know how to stay in shape.
- _____ 43. To understand my achievement and ability test scores better.
- _____ 44. To know how to handle things that worry me.
- _____ 45. To learn more about grooming and personal care.

(Continued)

FIGURE 4-1 (Continued)
Student Needs Assessment Survey

- _____ 46. To accept my own views as OK.
- _____ 47. To get over my shyness.
- _____ 48. To understand the way I learn best.
- _____ 49. To know more about my position on social issues of the day.
- _____ 50. To know about how the expectations of others affect my life.
- _____ 51. To have a better understanding of my achievement test scores.
- _____ 52. To develop my musical abilities.
- _____ 53. To develop my artistic abilities.
- _____ 54. To discipline myself for better study habits.

EDUCATIONAL PLANNING

- _____ 55. To understand why I am in high school.
- _____ 56. To understand the importance of graduating from high school.
- _____ 57. To know more about high school graduation requirements.
- _____ 58. To get help in selecting the right courses for me.
- _____ 59. To become more aware of my educational options after high school (college, voc-tech, military, etc.).
- _____ 60. To know more about financial aid available for continuing my education after high school.
- _____ 61. To learn how to evaluate and choose an educational or training program that will be right for me.
- _____ 62. To learn more about college entrance requirements.
- _____ 63. To know how and when to select a college major.
- _____ 64. To know how to earn college credit without taking a particular course.
- _____ 65. To have counseling about my educational planning.
- _____ 66. To know the proper steps for a campus visit.
- _____ 67. To know how to decide which college is right for me.
- _____ 68. To talk to college admission counselors about my career plans.
- _____ 69. To talk to college students about my college and career plans.
- _____ 70. To select more school courses by myself.
- _____ 71. To find more courses relevant to my future.
- _____ 72. To know the proper steps for a campus visit.
- _____ 73. To know how to decide which college is right for me.

- _____ 74. To talk to an admissions counselor about career plans.
- _____ 75. To understand and accept what I can realistically achieve.

GETTING ALONG WITH OTHERS

- _____ 76. To be able to get along better with teachers.
- _____ 77. To be able to get along better with other students.
- _____ 78. To know how to work with my counselor/advisor.
- _____ 79. To be able to get along better with my parents.
- _____ 80. To be able to get along better with my brothers and sisters.
- _____ 81. To learn how to make more friends of my own sex.
- _____ 82. To learn how to make more friends of the other sex.
- _____ 83. To understand more about love and sex.
- _____ 84. To learn more about marriage and family living.
- _____ 85. To understand the changing roles of men and women in today's society.
- _____ 86. To gain a better understanding of people of different races and cultural backgrounds.
- _____ 87. To know about places in my school and community where I can get help with my problems.
- _____ 88. To understand the needs of elderly people.
- _____ 89. To accept people who feel or think differently from me.
- _____ 90. To have someone listen to me when I have problems.
- _____ 91. To be able to tell others how I feel.
- _____ 92. To learn to get along better with my job supervisor.

OPTIONAL NEEDS ASSESSMENT ITEMS

- _____ 93. To learn more about summer opportunities.
- _____ 94. To learn more about mentor relationships and how to find a mentor.
- _____ 95. To learn more about internships.

WRITE YOUR OWN GOALS WITH WHICH YOU WANT HELP

- _____ 96. _____
- _____ 97. _____
- _____ 98. _____
- _____ 99. _____

Note: From River City High School: *High School Student Services, A Conceptual Model*, 1982, The American College Testing Program. Adapted with permission.

This Student Needs Assessment Survey may be duplicated for limited use. From *College Planning for Gifted Students* by Sandra L. Berger, 1989, Reston, VA: The Council for Exceptional Children.

ment Survey for use with your students. Feel free to add your own items to the list. The needs assessment is most effective when used and discussed with small groups of students.

Developing an Academic Plan. Some gifted students will be attracted to highly selective colleges, schools that reject more applications than they accept. The most selective colleges look for evidence of high student motivation and achievement—good grades in very demanding courses. They expect to see Advanced Placement (AP) courses on the student's transcript, if provided by the high school. Planning for advanced courses must begin as early as the eighth or ninth grade, especially in the case of sequential courses such as mathematics, because the progression to AP calculus requires several years of prerequisite courses beginning with algebra. The same kind of planning is necessary for languages and sciences. Some students will not be ready or able to begin a mathematics, language, or science sequence by eighth grade. In such cases, summer programs, sponsored by regional talent searches or by-mail courses, provided by some regional talent search programs, may be a viable option.

Every gifted student should be strongly encouraged, by eighth grade, to develop a 4-year academic plan that includes academic courses required for graduation and courses desired for college planning. The plan should also include time-management techniques, showing hours spent in academic high school classes; hours spent in extracurricular activities; hours needed for homework; and hours needed for family activities, rest, and relaxation. When time is planned carefully, and when plans are monitored and reviewed annually, students learn how to manage time effectively and how to order priorities.

Effective Work/Study Skills and Time Management. Educators interviewed throughout the United States expressed concerns about the relatively inadequate study habits and time-management skills generally demonstrated by gifted students. Because most gifted students are able to interpret and define meanings far in advance of their age-mates, school is relatively easy for them until seventh grade (or even beyond). There has been no need to learn to study effectively or manage time wisely. Gifted students often tend to underestimate how much time will be needed to do homework in a demanding program. When truly challenged late in high school or college, they may

discover that they do not have the skills needed to organize, study, and produce high-quality work.

Traditional study-skills courses, generally offered in seventh or eighth grade, are inappropriate for many gifted students. In these courses, students are not taught how to manage their superior intellectual abilities or how to study in different ways for different academic subjects. For example, a highly divergent student might not be able to follow the sequential method used in most study-skills courses. In such a case, the instructor might elect to teach a sequential method, explaining its function and limitations, while ensuring that the student does not abandon valuable thinking skills. (Note: Some divergent-thinking students prefer to learn a sequence by reversing it and working backwards.)

A review of study-skills research indicates that written study-skills courses specifically designed for gifted students have yet to be published, although the Talent Identification Program (TIP) at Duke University is considering the development of special materials for these students.

Some schools have developed their own courses. For example, one Maryland magnet school for gifted humanities students requires all students to take a work/study-skills course that includes time management and task analysis (i.e., predicting how long an assignment is going to take by breaking it down into specific steps). Students must then develop a time-management plan that includes everything the student is responsible for: hours spent in school and time for homework, babysitting, family chores, extracurricular activities, and so forth. During an interview, one administrator said, "We did this because parents came to us despairing, saying 'I have this very bright child, tests very well, but the quality of what he turns out is not terrific.' " This school expects that by the time its students reach high school, the students will have the skills necessary to master challenging courses appropriate for their level of intellectual ability.

Decision-Making Skills. Decision-making research emphasizes convergent thinking skills such as careful evaluation of data, rational evaluation of alternative solutions, making judgments, and testing solutions (Kolb, 1983; Maker, 1982). These skills are second nature to some gifted students, but need to be taught to others. Counselors may find that highly abstract, divergent-thinking students need to learn to make decisions using a nonsequential method or some other way that is compatible with their cognitive style. For example, when working with such a

student, a counselor might ask, "What would happen if . . . ?" A follow-up question might be "How do you suppose that will work?" This strategy allows the student to use an abstract thinking style and then reflect on a concrete level.

Students need to learn that decision-making can be an organized process that begins and ends with taking risks, resulting in more control over one's life. It is especially important to teach decision-making skills to multidimensional adolescents who perform well in all academic areas and are involved in a variety of extracurricular activities. Multidimensional students need to learn decision-making in order to choose areas of concentration and set priorities. Decision-making skills are equally important if a student is sensitive to expectations of others, particularly when those expectations conflict with self-fulfillment. Students also need to learn that choosing *not* to decide is a choice that may determine a person's future.

A skillful decision maker needs to accomplish the following:

- Know something about himself or herself (e.g., personal goals).
- Recognize and define the decision to be made (what school courses to take, how to select a college academic major, what colleges or universities to consider).
- Assess and evaluate the information he or she already has.
- Assess the information he or she needs by asking, "What facts and ideas are missing?"
- Generate strategies to acquire additional information.
- Gather additional information, facts, and ideas related to the goal.
- Assess the advantages, disadvantages and consequences (risks and costs) of each alternative by asking,
 - "Will I be satisfied with this choice?"
 - "Will I be happy with this choice?"
 - "Will others (parents) approve of this choice?"
 - "How will I feel about this choice in 6 months? in 1 year? in 5 years?"
- Make a choice. Write it down. State it aloud. Does it feel right? If the answer is no, repeat the process using another choice.
- Develop a plan or strategy to obtain the desired goal.
- Review the outcome. If it does not make sense, begin again. Make sure that the process itself (the

steps) does not get in the way of reaching a decision.

- Distinguish between decisions and outcomes. (Good decisions can have poor outcomes, and vice versa.)

Additional Reading on Decision-Making

Counselors can assist students by using any of the following workbooks on decision-making.

- Bergmann, S., & Rudman, G. (1985). *Decision-making skills for middle school students*. Washington, DC: National Education Association.
- Gelatt, H. B., Varenhorst, B., & Carey, R. (1972). *Deciding*. New York: College Entrance Examination Board. (Intended for middle school students; companion leader's guide available.)
- Gelatt, H. B., Varenhorst, B., Carey, R., & Miller, G. P. (1973). *Decisions and outcomes*. New York: College Entrance Examination Board. (Intended for high school and college students; companion leaders guide available.)
- Schoiz, N., Prince, J. S., & Miller, G. P., (1985). *How to decide: A guide for women*. New York: College Entrance Examination Board.

Developing Effective Writing Skills

The trouble with bad student writing is the trouble with all bad writing. It is not serious, and it does not tell the truth.

Eudora Welty

Write with information. The reader doesn't read because of an insatiable need to applaud.

Donald Murray

Developing effective writing skills assists students in clarifying their thoughts and discovering the meaning of their experiences, but many gifted students are reluctant to write about themselves. What can they say that would interest the all-important stranger in the college admissions office? They may lack experience in writing about their lives or feelings, and they may see little that is unique about themselves.

There are two compelling reasons for English teachers to build processes into their curriculum that help to overcome this reluctance:

- Most selective colleges and universities require applicants to write highly personal essays or describe their experiences in a way that demon-

strates that the college and the student are a good match.

- Only by writing down their ideas and feelings and then rereading, rethinking, and revising can many gifted students find out what they really think about themselves or about any other topic.

In an ideal world, student opportunities to discover themselves through writing would begin in kindergarten. Students would keep personal journals through all the grades to write reflectively about their experiences—what they see, read, and do. They would select ideas from this rich source to develop into writings to be shared in an accepting atmosphere with peers and teachers, and they would publish their works in classroom, school, or outside publications.

Even if students have not had extensive experience in writing, there is much an English teacher at any grade level can do to help them learn to write about themselves honestly and effectively. The journal just suggested is a good place for students to examine their values, aspirations, goals, and attitudes. To promote fluency, students should write at least two or three times a week in a class or at home on both self-chosen and assigned topics. To encourage honesty, students should be certain that no one will read what they do not wish to share.

Students can reread their journals to find ideas or stories to expand into rough drafts to be shared with peer reading and writing groups. These papers may be revised and then evaluated by the teacher. If gifted students are frequently sent back to these journals, not only can they learn to evaluate for themselves their progress as writers, but also they can notice and document the growth of their interests, ideas, and attitudes.

The activities and processes discussed in this book readily lend themselves to exploratory personal writing. For example:

- Gifted students who take the Myers-Briggs Type Indicator (MBTI) or the 4-MAT Learning Styles Inventory (LSI) can write out their reactions to what they have learned about themselves. Was this new knowledge surprising? Was it what they expected? Was it pleasing? Disturbing?
- After hearing a speaker from a college or after a college visit, they might speculate in writing about what attending that school would be like. They could consider what aspects of the school appeal to them most strongly, what is not attractive, how their qualifications match what the school expects

from its applicants, and whether the school offers programs that match their interests.

- Students might write about the admissions officers they met. These people will be the audience for one of the most important pieces of writing that a gifted student will do. The college application essay may be just a bit less intimidating if the student has a word picture of a real person to write to.

It is very useful for students to read these "college-bound" writings to each other. One student may notice an aspect or drawback that another student has missed. Varied reactions to writings about the same school are useful to hear because students are then forced to question and rethink their original assumptions.

Another way English teachers can help students write about themselves and clarify their thinking about themselves and their college and career choices is to link personal writing to the reading of autobiographies or fictional autobiographies. For gifted high school students, reading Mark Twain's *Huckleberry Finn*, James Joyce's *Portrait of the Artist as a Young Man*, Carson McCullers' *The Heart Is a Lonely Hunter*, or any of a host of other works can be an exercise in analyzing literature as well as an avenue for exploring personal thoughts, beliefs, and experiences. Students can discuss and/or write about how their lives, choices, attitudes, and experiences parallel or diverge from the lives of the literary characters. Gifted students can read these works with a writer's eye, considering the choices the authors made about how to tell their stories, what details were included, and what experiences were revealed.

Writing Units for Gifted Students. One unit called "Coming of Age" has been used successfully to link literature and personal writing at the Thomas Jefferson High School for Science and Technology in Alexandria, Virginia. Developed by English teachers Susan DiMaina, Mary O'Brien, and Pamela Curtis, the unit was designed to be taught in the spring of the 11th grade, not as a practice in writing college essays, but as a way to broaden gifted students' experiences in writing autobiographical material. The unit aims at achieving the following goals:

- Through practice in writing about themselves in a variety of styles and for a variety of purposes and audiences, students will gain fluency and comfort with autobiographical writing.
- Students will accumulate writings they can refer to when writing college application essays.

- Students will read and respond to an autobiography or an autobiographical novel.

Students are given an annotated list of approximately 40 novels that portray adolescents growing up. Since the course is in American humanities, all works are by Americans. Students choose any book from the list to read independently and are given 4 weeks to read the book and respond to the following instructions:

1. Keep a list, by page number, of events or characters that may prove pivotal in the development of the main character. The list will serve as an index and save time on subsequent assignments.
2. After reading, review the list and choose a person or event that had a great impact on your character's life. Describe the person or event and analyze the impact.
3. Stylistically, how does the author reveal himself or herself or the main character? Consider the following categories:

Organization: chronological, topical, chapters, and so forth.

Kinds of material selected for presentation: large events, small things that add up gradually, people rather than events, or vice versa.

Perspective: Is there an adult's voice? Does the author tell the story from a distance? Does the character tell his or her own story, and so forth?

Background: Does the book describe a setting or period of time?

To help students start their writings on the "Coming of Age" unit and to broaden their perspective on autobiographical writing in general, the teacher or students might read excerpts from other autobiographies out loud. Actual college application essays are also useful. Gifted students enjoy analyzing these "real" essays and trying to decide whom the college would accept or reject on the basis of such writings.

While students are reading outside of class, they do the following writing assignments in class:

- List some people, events, or places that are important to you. List at least 7 to 10 (5 minutes).
- Review the list. Try to feel what each experience, place, or person was like. Check two or three items you could write about right now (5 minutes).
- Narrate in writing the story of the item you chose (15 minutes).

As homework or on subsequent class days, students may add to the list and write about other personal "stepping stones." Writing about at least one item from different points of view or in different styles is useful. It forces students to experiment with forms and consider incidents from a viewpoint other than their own, thus enlarging their repertoire of ways to write about themselves.

After students have handed in the "Coming of Age" writings, they can use what they learned from reading the book to help them focus on their own personal writing.

By now, students will have quite a thick folder of personal/autobiographical writings. At this point they go back through the folder and pick one writing to revise into a polished retrospective piece that the teacher will evaluate. This writing might take the form of a vignette, an internal monologue, a personal essay, a memoir, a dialogue or script, or a narrative. Criteria for evaluation might include the following:

- Does the writing *show*, and not simply *tell*, the author's story? Is there plenty of detail and texture in the writing? Does the reader respond willingly to the writing, or does the author tell the reader how to respond or what to think?
- Does the writing reveal some of the author's significant and unique characteristics?
- Does the writing give the reader an idea of how the author reacts to or solves problems in his or her life?
- Is there an honest voice in the writing? Does it sound like the author, a gifted high school student, or does it give the reader the impression that it was written by a pompous "little professor"?
- Is there evidence of careful revision and attention to mechanical details?

Once students have written about the steps they are taking toward college and have accumulated their folders of personal and autobiographical writings, which they have shared with peers and the teacher, they should know themselves better. They should also be more confident of their ability to respond to the all-important college application essay.

(Note: Many selective and highly selective colleges now wish to see early drafts and versions of students' original writings submitted with college applications. Students must therefore be encouraged to retain all these materials in their personal writing folders.)

Resources for Teaching Writing

- Elbow, P. (1981). *Writing with power*. New York: Oxford University Press.
- Macrorie, K. (1984). *Searching writing*. Upper Montclair, NJ: Boynton/Cook Publishers.
- Macrorie, K. (1984). *Writing to be read*. Upper Montclair, NJ: Boynton/Cook Publishers.
- Murray, D. *Write to learn*. (1984). New York: Holt, Rinehart and Winston.

Developing Effective Writing Skills, a teaching unit, was developed and written for this book by Pamela Curtis, English Teacher, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Virginia.

Intellectual and Social/Emotional Enrichment

Understanding oneself depends, in part, on one's breadth and depth of experience (Sawyer, R. & Webb, J., personal communication, August, 1987). Gifted adolescents need to discover, explore, investigate, and participate in different types of activities, intellectual ideas, academic disciplines, extracurricular activities, and social relationships. The nature of the activity chosen depends, in large part, on the characteristics and needs of the student.

There are many ways a gifted student can explore a broad range of intellectual ideas, acquire depth of knowledge in an area of interest, socialize with intellectual and age-mate peers, and, in some cases, find mentors. Some needs can be met by activities planned by a family, some can be met by courses offered by the school system, and some require extensive investigation of available supplemental programs. If a family or guidance counselor decides that a student will benefit from supplemental programs, then university-based programs, regional talent search programs, and a variety of summer programs offer enrichment and/or acceleration.

Some counselors and parents interviewed for this book expressed concern about the gifted student's tendency to participate in a broad range of rigorous courses and extracurricular activities. Counselors and parents were particularly concerned about too much stress, and to some degree, their concerns were justified. Some caution is necessary when planning summer activities for gifted adolescents. Gifted students may overextend themselves during the academic year in response to their need for intellectual stimulation, activity, and socialization. Summer activities must be thoroughly discussed with the

student to make sure that the student will benefit from opportunities in ways that are unaccompanied by stress. This does not mean that students should be encouraged to devote their summer months solely to acquiring a suntan—just that they should do something stimulating and interesting.

Parents, counselors, and students should consider the following questions when discussing enrichment opportunities:

- What are the intellectual, social, and emotional needs of the student?
- How does a particular enrichment opportunity match the needs of the student?
- What new opportunities will benefit the student?
- What does the student want to do?
- How does the cost of a program compare to the services and resources provided?

Some ideas and resources regarding enrichment are given on the next several pages.

Regional Talent Searches and Cooperative Programs.

Four regional talent searches are conducted annually to identify gifted students throughout the nation. Seventh-grade students are selected, in each regional area, through the Scholastic Aptitude Test (SAT) and Test of Standard Written English (TSWE) or the American College Test (ACT). Qualified students are invited to participate in summer residential or commuter programs. Talent search programs are interrelated: Qualified participants from one region may apply for the academic programs of another.

These programs offer identified gifted students from grades seven and up the opportunity to enroll in intensive, fast-paced courses in the humanities, social sciences, natural sciences, mathematics, and computer science, and to participate in numerous enrichment activities. Some programs offer precollege students Advanced Placement or college level courses. They also offer college- and career-planning assistance.

The goals of all the programs include the following:

- To identify gifted and talented students throughout the nation.
- To provide them with information about their abilities and options.
- To follow and nurture talent from middle school through high school and even beyond.
- To assist gifted students in educational facilitation.
- To assist student placement in colleges and univer-

sities that have programs of a quality that match the students' potential.

- To assist economically disadvantaged gifted students.
- To develop and generate research.

Additional goals and specific provisions depend on the individual program. The four programs and locations are as follows:

Center for the Advancement of Academically Talented Youth (CTY)

The Johns Hopkins University
Charles and 34th Streets
Baltimore, MD 21218

Center for Talent Development

School of Education and Social Policy
Northwestern University
2003 Sheridan Road
Evanston, IL 60201

The Rocky Mountain Talent Search—Summer Institute

Bureau of Educational Services, MRH 114
University of Denver
Denver, CO 80208

Talent Identification Program (TIP)

Duke University
P.O. Box 40077
Durham, NC 27706-0077

Courses offered by talent search programs are specifically designed to challenge students with high ability. Directors of national talent searches point out the following intellectual and social/emotional advantages of these programs:

- Students who tend to concentrate on specific academic disciplines, for example mathematics and science, are encouraged to explore previously undiscovered disciplines such as philosophy, anthropology, or psychology.
- Students who require academic acceleration can choose from a wide variety of courses that might not be available in local high schools.
- Students establish and maintain relationships with other adolescents who share their abilities, views, and interests.
- Students receive information on college and career planning.

Students who have participated in regional talent search programs and other university-based institutes say that friendships established during the summer continue through the years.

Some residential summer programs are offered through cooperation with regional talent searches. Eligibility is based on SAT and TSWE or ACT scores. Contact the program director for information. Cooperative programs include, but are not limited to, the following:

Summer Program for Verbally and Mathematically Precocious Youth

Western Kentucky University
Bowling Green, KY 42101

Center for Gifted Studies

University of Southern Mississippi
Southern Station Box 8207
Hattiesburg, MS 39406-8207

Challenges for Youth-Talented and Gifted (CY-TAG)

Iowa State University
N157 Lagomarcino Hall
Ames, IA 50011-3190

By-Mail or Correspondence Courses. Offered by some regional talent searches, by-mail courses are designed to provide students with a rigorous learning experience. A wide variety of courses is offered to those who qualify. These courses provide intellectual stimulation for gifted middle and secondary school students while allowing them to remain in their local schools. Courses are specifically designed for long-distance learning and, in some cases, prepare students for Advanced Placement college credit examinations (Sawyer et al., 1987).

Advanced Placement Courses. Some gifted students require courses at a level far beyond those provided by a traditional secondary school curriculum. Advanced Placement courses offer gifted high school students the opportunity to broaden their depth and scope of learning in one or more subjects of interest, pursue college-level studies while still enrolled in secondary school, and thus demonstrate their capacity to handle college-level work (Hanson, personal communication, August 1987). Students enrolled in Advanced Placement courses develop study skills that match or exceed those of college freshmen (Alvino, 1988). To earn college credit and/or placement in advanced courses, students take an AP examination, a 3-hour comprehensive test of the subject area.

AP examinations are prepared by the Educational Testing Service and the College Entrance Examination Board. They are offered each May by participating schools to students who want to be tested at the

college level in areas such as English, calculus, science, computer science, history, foreign languages, art, and music. A student need not be enrolled in an AP course in order to take the exam. A fee is charged for each examination, which is graded on a scale from 1 to 5 (5 is high). Grades of 3, 4, or 5 on AP exams may be considered acceptable for college credit and/or exemption from required courses. Each college or university decides how much credit, if any, will be awarded to the student. If a student takes an AP test, the student is responsible for ensuring that the scores reach the college. AP test preparation is time consuming, and students should carefully consider the advantages and disadvantages of each test.

For information about an Advanced Placement program, see *A Guide to the Advanced Placement Program* and "Some Questions and Answers About the Advanced Placement Program," both free from Advanced Placement Program, CN 6670, Princeton, NJ 18541.

The specific content of AP courses is determined locally. Broad outlines of course content and examination methods are provided by CEEB. The Duke University Talent Identification Program (TIP) recently developed and published a series of AP teacher's manuals designed to assist local educators as they begin or expand AP or other rigorous courses. Materials are not meant to replace those published by the College Board's Advanced Placement Program; they just provide more depth and scope than was previously available. One AP English teacher who was interviewed for this book, after reading the manual on English language and composition, stated the following: "Even though I teach an AP course in literature and composition, I have found TIP's manual in English language and composition very useful in developing a course in nonfiction writing, and I think that much of what is in that manual could be integrated into any English course." Teacher's manuals are available for seven of the most frequently taught AP courses: American history (2 vols.), European history, English literature and composition, English language and composition, BC calculus, physics (2 volumes, teacher's and laboratory manual), and Latin-Vergil.

For information regarding Advanced Placement course teacher's manuals, write AP Manuals, Talent Identification Program, Duke University, Box 40077, Durham, NC 27706-0077.

Governors' School Programs. Many states offer a residential Governors' School program. Criteria for

selection of students and specific program goals vary. For example, in some states, local educators may choose students to nominate or a student may inform a teacher or guidance counselor that he or she wants to be considered for nomination. Alternatively, in other states students may contact the program directly and request nomination.

Governors' School residential programs provide intensive high-quality programs that focus on diverse areas, but adhere to the following general goals:

- To recognize academic excellence and artistic or leadership ability.
- To provide students with an awareness of their abilities.
- To enhance personal and academic growth.
- To provide academic enrichment and instill a love of learning.
- To promote student self-confidence.
- To nurture talent and leadership.
- To provide a sense of individual responsibility.
- To broaden students' perspectives so that they are aware of the needs of their community, state, and nation.
- To increase student awareness as to how individuals are connected to a global community.
- To assist students in focusing their efforts and finding a sense of direction.
- To provide students with a vision of what they can become.

Specific criteria for selection of students and specific program goals differ, depending on the state. States that sponsor Governors' School programs are listed in Appendix 5, Table A-1. Contact the Governors' School director for information. For general information, or if your state does not sponsor a Governors' School program, contact:

National Conference of Governors' Schools
c/o Kentucky Governors' Scholars Program
Office of the Governor
State Capitol
Frankfort, KY 40601

Travel. Students can benefit significantly from travel with families or with special programs during the summer. School systems throughout the nation sponsor overseas travel. For example, one Virginia school system provides trips to six countries. Selected teachers serve as chaperones. Classes prior to and following summer travel introduce students to the country to be visited and allow them a chance to

discuss their experiences when they return. One-half unit of credit is awarded for participation in the institute and completion of a travel-related project.

Mentor Relationships One of the most valuable experiences a gifted student can have is exposure to a mentor who is willing to share personal values, a particular interest, time, talents, and skills. When the experience is properly structured, and the mentor is a good match for the student, the relationship can provide both mentor and student with encouragement, inspiration, new insights, and other personal rewards.

The term *mentor* does not imply an internship or a casual hit-or-miss relationship in which the student simply spends time in the presence of an adult and information is transmitted. Internships are valuable because they allow a student to investigate a potential career interest. A mentorship, on the other hand, is a relationship in which values, attitudes, passions, and traditions are passed from one person to another and internalized (Boston, 1976).

Research and case studies focusing on mentors and mentorships often address the effects of the mentor in terms of career advancement, particularly for women (Kerr, 1983). According to Kaufmann (Kaufmann et al., 1986; personal communication, August 1987), the research emphasis on professional advancement and success takes priority over clarifying the basic characteristics of the relationship and its importance to gifted students. Kaufmann's study of Presidential Scholars from 1964 to 1968 (1981) included questions pertaining to the nature, role, and influence of their most significant mentors. Having a role model, support, and encouragement were the most frequently stated benefits. Respondents also stated that they strongly benefited from mentors who set an example, offered intellectual stimulation, communicated excitement and joy in the learning process, and understood them and their needs.

Kaufmann's research also revealed the critical importance of mentors for gifted girls. The study, conducted 15 years after these students graduated from high school, indicated that when the earning powers of the women were equal to the men, those women had had one or more mentors. In other words, the presence of a mentor may equalize earning power.

Educators, counselors, and parents can all provide gifted students with mentors. The following questions may help (Kaufmann, personal communication, August 1987):

- Does the student want a mentor? Or does the student simply want exposure to a particular subject or career field?
- What type of mentor does the student need?
- Is the student prepared to spend a significant amount of time with the mentor?
- Does the student understand the purpose, benefits, and limitations of the mentor relationship?

To identify mentor candidates, contact local businesses, universities, professional associations, and organizations such as the American Association of Retired Persons. When candidates are identified, ask the following questions:

- Does the mentor understand and like working with gifted adolescents?
- Is the mentor willing to be a real role model, sharing the excitement and joy of learning?
- Is the mentor's teaching style compatible with the student's learning style?

For more information, contact Gray and Associates, c/o the International Centre for Mentoring, 4042 West 27th Avenue, Vancouver, BC, Canada V6S 1R7. State Governors' Schools and magnet high schools for gifted students are also potential sources of information on mentors and mentorship programs.

Volunteer Activities. Gifted students need to learn how to share their talents freely with others. This can be accomplished in many ways. Parents might suggest that a student volunteer at a local nursing home or a hospital or share a specific talent with young children; for example, the student can coach a local athletic team or teach computer programming to economically disadvantaged students. The focus will depend on the student's talent and available resources. A school might institute a volunteer program, such as one held annually at a Virginia magnet school, that assists students in finding opportunities to share their talents. A wide variety of activities is offered and the students are highly enthusiastic. They volunteer for such activities as tutoring younger children, reading to elderly persons, and participating in politics.

Sources of Enrichment

The following publications and organizations provide lists and descriptions of enrichment programs for the gifted and talented student.

Educational Opportunity Guide
A Directory of Programs for the Gifted
Talent Identification Program (TIP)
Duke University
01 West Duke Building
Durham, NC 27708

This guide is designed to inform gifted students and their parents, teachers, and counselors of the many summer and school-year programs especially designed for academically and artistically talented students. Programs are categorized by state and cross-referenced by categories such as programs for minority students only, and free, non-state-supported programs. Included are programs administered by TIP and other regional talent searches and programs administered by other universities in cooperation with regional talent searches. The *Educational Opportunity Guide* is a valuable resource for counselors, educators, parents, and students.

EXPLORoptions: make the most of summer!
Cindy Ware, Director
30 Alcott Street
Acton, MA 01720

Over 1,000 summer programs for teenagers, ages 13-18, grouped by topic into 10 minidirectories. Order single minidirectories by topic from Cindy Ware at the above address. Order set of all 10 minidirectories with binder from Orchard House, Inc., 112 Balls Hill Road, Concord, MA 01742, 1-800-423-1303.

Minidirectories include *Living, Studying, and Traveling Abroad; Academic Programs at Colleges and Independent Schools; Performing Arts; Studio Arts; Writing, Government, and Economics; Marine Biology and Environmental Science; Archaeology and Anthropology; Outdoor Adventure; Sports; Work and Volunteer Positions*. Each directory includes an outline of the topic so that students can understand all the different types of programs they can choose within the field. Consumer information is provided to assist in evaluating individual programs. Using the Quick Reference Tables, students can compare the key features of programs such as focus, length, location, cost, financial aid, application deadlines, and structure. Also included for each topic are a list of resource organizations and specialized books and a profile of a student's day-to-day program experiences. Thorough analysis of all programs, easy to read, and highly recommended.

Summer On Campus: College Experiences for High School Students

Shirley Levin
Published by the College Entrance Examination Board
College Board Publications
Dept. J 45, P.O. Box 886
New York, NY 10101

This guide provides information on more than 100 summer residential programs held on college campuses across the country. Programs cover many interests including theater, computers, sciences, mathematics, and art; most are aimed at students between junior and senior years. Topics covered include academic and social activities, as well as any financial aid available.

Summer Opportunities for Kids and Teenagers

Editor: C. Billy
Published by Peterson's Guides
Dept. 7101, 166 Bunn Drive
P.O. Box 2123
Princeton, NJ 08543-2123

Additional Resources

Directory of Science Training Programs

Science Service
1719 N Street, NW
Washington, DC 20036

Teenager's Guide to Study, Travel, and Adventure Abroad

Council on International Educational Exchange
205 East 42nd Street
New York, NY 10017

The following magazines list summer program opportunities each year:

Gifted Child Today (G/C/T) Magazine, published bimonthly, is directed at teachers and parents. It avoids jargon and provides practical advice on working with gifted, creative, and talented children. For subscription information, write P.O. Box 637, Holmes, PA 19043.

Gifted Children Monthly, published 11 times a year, has brief articles on the latest research, practical hints for parents, and a pullout section for children. For subscription information, write P.O. Box 10149, Des Moines, IA 50340 or 213 Hollydell Drive, Sewell, NJ 08080.

Group and Individual Counseling

Group counseling, individual guidance counseling, and discussion with intellectual peers help students clarify intellectual and social/emotional experiences, establish a sense of direction, and set goals. The guidance counselor plays a unique role in this process.

When asked how frequently they met with their guidance counselors, most of the students interviewed for this book responded by saying "Not enough; sometimes once a year, sometimes two or three times."

The average counselor is responsible for between 200 and 500 students, many of whom are experiencing serious personal problems. The students interviewed stated that their guidance counselors are doing the best they can, but since they must respond to so many needs, the job seems impossible.

It is not surprising, therefore, that a sensitive, insightful gifted student is reluctant to use a counselor's time to discuss problems or future plans. Some feel their concerns are not nearly as critical as those experienced by other students and, because they are logical people, they can figure out solutions by themselves. Unfortunately, they tend to believe the myth that gifted students can make it on their own.

These students need a proactive counseling program based on adolescent growth and development issues such as identity and adjustment, changes in relationships, and career paths as well as the problems they encounter because they are gifted. They need counselors who will listen to them, interpret and clarify their abilities and experiences, discuss their changing ideas and self-concepts, and help them make future plans. This can be accomplished partially through guidance workshops—structured and unstructured discussions in which gifted students have the opportunity to collect information and talk about their concerns with adults and peers. However, it is not enough to simply provide information and a forum for discussion. When the goal is knowledge of self and community, the curriculum must include ways for students to change their ideas and form new ideas and concepts (Buescher, 1987a).

Interviews for this book uncovered some remarkable counselors and programs. Programs that are successful in meeting the social and emotional needs of gifted students differ in many ways, but they share the following distinctive features:

- They are coherent and predictable.
- They begin by seventh or eighth grade and are available to students throughout secondary school.
- They are designed to meet the specific intellectual, social, and emotional needs of gifted students.
- They consist of regularly scheduled group discussions, individual discussions, and writing activities when appropriate. Group discussions may be structured or unstructured, depending on topics covered.
- They include a specific plan designed to assist students in understanding themselves and others.
- They include students who are identified as gifted (generally through IQ scores) but may not be achieving academically.
- When aptitude tests, interest inventories, and other assessment instruments are administered, their functions and limitations are explained.
- The principal, teachers, and other staff are highly supportive of these counseling programs.

Group discussions, scheduled on a regular basis, can assist gifted students in several ways. Some counselors interviewed indicated that they structure most group discussions flexibly. They begin each year with self-awareness and self-exploration exercises to help students deal with stress, changing self-images, and social relationships. Most of the counselors interviewed use the group discussion period for precollege and career counseling. All stated that group discussion is an invaluable part of the guidance curriculum, especially when it is accompanied by writing assignments. Teachers can support a guidance program by meeting with counselors to learn what topics will be discussed. Such a collegial approach to guidance helps students:

- learn about themselves and deal constructively with the ways in which being labeled *gifted* affects their lives;
- clarify issues such as expectations, multipotentiality, and underachievement;
- set educational goals;
- acquire decision-making skills;
- discuss and practice social relationships; and
- learn about available opportunities such as internships or summer programs.

Career Exploration

Nothing is so simple for me that I can do a perfect job without effort, but nothing is so hard that I cannot do it. This is why I find it so difficult to decide my place in the future.

Hoyt & Hebel, 1974, p. 121.

Career Education for Gifted and Talented Students

Career exploration, a self-discovery process, assists students in understanding the relationship between school and careers, in becoming familiar with realistic career options, in setting short- and long-term goals, and in planning for the future. It is common to attribute extraordinary powers to gifted students who are preparing for the world of work. Contrary to popular thinking, however, they need special help to prepare for that world, in part because of their characteristics and in part because an occupation, for gifted students, often becomes lifelong career development. Gifted students need more, not less, information and assistance with career planning because some have more options and alternatives than they can realistically consider and some are caught in a conflict between self-fulfillment and pleasing other people. Too often, gifted young people are expected to succeed on their own or to adapt to whatever situations they happen to encounter; thus, career planning is left to chance (Frederickson, 1979, 1986; Kerr, 1981).

Gifted high school students take career planning seriously (Colangelo & Zaffrann, 1979; Frederickson, 1979; Kerr, 1981), but studies and interviews indicate that many high schools do not consider the career-planning needs of gifted students as a guidance priority. For example, longitudinal follow up of 1,000 high school students identified as gifted for Project TALENT revealed that the most blatant curricular omission made in secondary schools was career guidance (Delisle, 1982). And in a national survey of 1,894 secondary schools in the United States, Chapman and Katz (1983) found that guidance counselors placed primary emphasis on educational assistance and gaining admission to prestigious undergraduate colleges or graduate schools (Clark, 1983).

When gifted students are not provided with appropriate career-planning information in high school, they may choose college majors or careers prematurely and arbitrarily. For example, in her study of 1964-68 Presidential Scholars, Kaufmann found that these students continued to excel during college and graduate school. However, over half of them changed academic majors at least once while in college, one-third changed majors two or more times,

and 43% of those attending graduate school did not complete a degree because of career indecision or changing interests. Fifteen years after high school graduation, over one-fourth of her subjects expressed uncertainty about career choices (Kaufmann, 1981; Simpson & Kaufmann, 1981).

The problems encountered by some students are illustrated by the response to an interview with a 22-year-old graduate of a prestigious university, who said, "School taught me to make rational choices, but how does a rational mind navigate when options are infinite and nebulous? . . . I need some time to tune my instincts. I need some experiences."

Career-planning difficulty may result if any of the following problematic situations are overlooked (Buescher, 1985; Delisle, 1982; Herr & Watanabe, 1979; Kerr, 1981; Marshall, 1981; Sanborn, 1979; Willings, 1986):

- The student is multitalented and does not know how to make decisions, set goals, and order them by priority.
- The student is unusually sensitive to expectations and cannot resolve conflicts between self-fulfillment and responsibilities to others.
- The student is a gifted girl who may decide against occupations that require personal long-term commitment; girls with aptitudes in science and mathematics face special problems (see Chapter 3).
- The student is impatient with ambiguous situations and is driven to seek immediate answers, thereby selecting career paths prematurely and arbitrarily.
- The student is an early emerger and has prematurely focused on an area of interest that limits opportunities for growth and development.
- The student is emotionally immature and cannot think about long-term plans.
- The student believes that he or she is not good at anything because particular abilities have not yet emerged.

A career awareness program designed to meet the specific needs of gifted students is essential to solving these problems. Studies indicate that most gifted students prefer career counseling in same-sex groups and prefer structured, task-oriented counseling over unstructured group discussion (Kerr, 1986), but these preferences are valuable only when applied to a coherent career-planning program.

Research studies and interviews indicate that career planning based on a student's values, interests, needs, and personal cognitive style, as opposed to aptitudes and abilities, seems to be more effective than

traditional methods (Kaufmann, F., & Kerr, B., personal communication, August, 1987; Kolb, 1983; Myers & Myers, 1980). A broad approach to career awareness for gifted students should include the following:

- self-awareness, that is, understanding one's personal values, interests, needs, and learning style;
- decision-making skills, including problem finding and problem solving;
- understanding present and potential career options;
- understanding how high school courses, college majors, and advanced degrees relate to careers;
- understanding that some interests are associated with specific careers and some interests become leisure activities. Gifted adults are unlikely to find self-fulfillment through work alone (Kaufmann, personal communication, August 1987; Marshall, 1981); and
- training for life-style flexibility.

Many schools consider career centers an integral part of their academic resources. Research for this book included a 2-hour interview with a career center coordinator. The interview was conducted in the Career Center, a room the size of an average classroom. During the interview, counselors, teachers, parents, and students came to the center, used its resources independently, and departed. Students worked on computers or ate lunch while reading. Parent volunteers arrived, entered data on computers, catalogued books, and performed other time-consuming tasks. The coordinator, occasionally interrupted by a student, parent, counselor, or teacher asking a question, outlined the practices and objectives of the center, including the following:

- A flexible 4-year plan guides all activities. Students are assigned objectives each year, including appropriate interest inventories and assessment tests. For example, ninth-grade students learn how to use resources and how to investigate appropriate career clusters.
- Students keep a file of test results and research conclusions.
- Students discuss test results with guidance counselors and the career center coordinator during individual discussions or group counseling workshops.

A career center can make a vital difference in the quality of a career planning program. Counselors, teachers, parents, and students should push for this resource in every school.

What Counselors Can Do. Career planning is most effective when designed as a coherent 4-year program in which, by the end of 11th grade, gifted students can ask and begin to answer the following questions:

- How is school related to my personal career goals?
- How do vocational assessments and inventories relate to my goals?
- What specific steps can I take to explore and investigate fields that appear to be appropriate for me? What type of research will give me answers to questions I ask? If I want an apprenticeship, internship, or mentor relationship, how can I present my credentials to get what I want?
- Why am I interested in specific careers? Is it because of my talent? Interest? The prestige associated with that career? Money? People I know who work in that field?
- What types of work *activities* do I prefer?
- What types of work *situations* do I like?
- What careers do I want to avoid? Why?

If your school has a career center, discuss with its staff the career-planning problems encountered by gifted students. Suggest appropriate assessment instruments and career-planning strategies. A career center can provide a variety of opportunities for students to meet with professionals. However, speakers should be carefully chosen for their ability to relate to adolescents. Students are generally interested in any or all of the following:

- The nature of the person's work.
- Prior work experiences leading to the person's current position.
- How the person became interested in the work.
- The advantages and disadvantages, positive and negative aspects of the work.
- A typical workday.
- Formal educational preparation.
- Courses the person found most valuable.
- Courses the person wishes he or she had taken.
- The long-range job opportunities in the person's field.
- The current and potential salary range.
- The type of person who is content with a particular field, that is, his or her values, interests, learning style, and personal goals.

All career-planning activities should be accompanied by evaluation forms distributed to students and participating adult professionals.

What Teachers Can Do. As a teacher, you can assist students in career-planning as follows:

- Discuss your field with your students—its educational requirements, advantages and disadvantages, and future opportunities.
- Encourage students to read biographies and other material about people who work in your specialty.
- Encourage girls to explore mathematical and scientific fields.
- Encourage boys to explore the humanities and/or a liberal arts college, especially if they plan to pursue a specialized mathematical or scientific field.
- Discuss ways that your discipline is related to different careers.
- Provide opportunities for students to write critically and speak effectively about the way their careers might relate to the future.

What Parents Can Do. Parents can aid students in the career-planning process by doing the following:

- Talking about their work—its positive and negative aspects, its advantages and disadvantages, and future opportunities in the field.
- Whenever possible, showing the student where they work.
- Asking open-ended questions when the student mentions careers. Avoid statements that inadvertently transmit expectations.
- Encouraging the student to explore, in depth, as many careers as possible.
- Encouraging internships or other ways of experiencing careers.
- Encouraging community involvement, particularly volunteer activities.
- Encouraging the student to be flexible about career decisions and changes; gifted students often change careers several times during their work life.

Additional Reading

- Dunn, K., & Dunn, R. (1987, March). Dispelling outmoded beliefs about student learning. *Educational Leadership*, 44(6), pp. 55-61.
- Gysbers, N. C., & Moore, E. J. (1987). *Career counseling*. Englewood Cliffs, NJ: Prentice-Hall.
- Isaacson, L. A. (1985). *Basics of career counseling*. Newton, MA: Allyn & Bacon.

Kerr, B. (1981). *Career education for the gifted and talented*. Columbus, OH: ERIC Clearinghouse on Adult Vocational and Career Information, the National Center for Research in Vocational Education; ERIC Information Series No. 230.

Kerr, B., & Miller, J. (Eds.). (1985, May). Counseling the gifted and talented. Special issue of *Journal of Counseling and Development*, 64, pp. 547-604.

Simpson, R. G., & Kaufmann, F. A. (1981, September). Career education for the gifted. *Journal of Career Education*, 8(1), 39-45.

Thorndike, R. L., & Hagan, E. (1986). *Measurement and evaluation in psychology and education*. New York: Macmillan.

Additional Career-Planning Resources

For further information on career planning to assist gifted adolescents or young adults, contact the following organizations:

The National Center for Research in Vocational Education; ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

The ERIC Clearinghouse on Adult, Career, and Vocational Education, sponsored by the Office of Educational Research and Improvement of the U. S. Department of Education, is a national information system and publishes a wide variety of digests, brochures, minibibliographies, special resource lists, and monographs.

For information on how ERIC/ACVE can help you, contact the User Services Coordinator, 1-800-848-4815.

National Honors Counseling Laboratory
N346 LC
University of Iowa
Iowa City, IA 52242

The National Honors Counseling Laboratory is a research project that investigates the problems encountered by gifted students and provides some direct services to identified gifted adolescents. This center assists gifted students in developing a mission in life and helps them translate the mission into college and career planning. For further information, contact Dr. Barbara Kerr, Associate Professor of Counselor Education, at the address listed above.

Johnson O'Connor Research Foundation Human Engineering Laboratory

This is a nonprofit educational organization with two primary commitments: to study human abilities and to provide people with information that will help them in making decisions about school and work. The Foundation, designed to accommodate a broad range of individual needs, sponsors centers in 13 cities. Individuals who use the Foundation's services receive a broad range of aptitude assessments and individual counseling. Centers are located in Atlanta, Georgia; Boston, Massachusetts; Chicago, Illinois; Dallas-Fort Worth, Texas; Denver, Colorado; Houston, Texas; Los Angeles, California; Seattle, Washington; Tampa, Florida; and Washington, DC.

CAREER CENTER WISH LISTS FOR VARIOUS POCKETBOOKS

As soon as the federal government got involved in career education, the air began to fly with printed materials, then film and tape, and now software. The publishers were happy to present anyone in the field with items of one page to multivolume programs. Some were excellent from the start, while others vanished along the way. Some materials from some publishers are more attractive to students because they are more extensive and accurate and are generally more value for the money.

Career centers tend to be as varied in their budgets as they are in the number of their windows. Intelligent shopping challenges the novice, yet even new career center personnel are often charged with selection of materials to fit someone else's pocketbook. The printed materials and films recommended here have stood the test of time and have been found useful in career education programs at the high school level. Four levels of budget are presented, together with suggested items for each level.

There is no review of software here. Software tends to have too many drawbacks at present; chiefly that it is inadequate and overpriced. Students tend to be excited by it at first, but quickly lose interest and turn to printed materials.

At the end of the section is a list of the addresses of the publishers of the materials presented. Send for their catalogs; most offer other worthwhile items not mentioned here.

Bare Bones: Approximate Cost, \$200

A school just starting out in career education, with limited funds, could have a program with the following titles and materials:

Dictionary of Occupational Titles
Guide for Occupational Exploration
Occupational Outlook Handbook
Chronicle—three-in-one subscription
 Barron's or Peterson's *Guide to Four Year Colleges* or the College Board's *College Handbook*
 File folders

The Dictionary of Occupational Titles (DOT) contains all of the occupations recognized by the Department of Labor as of 1977, with a description of work activities. With this work, it is possible to show a student the differences among such job titles as manager, psychologist, and others. There is also a code that establishes the degree of involvement with data, people, and things for each title. As a beginning tool to show students some of what matters in occupational selection, it is excellent. The classification system is also the basis for many other sources.

The *Occupational Outlook Handbook (OOH)* provides wider information than that in the DOT for the jobs that hire the most people in the United States. An expanded job description, training required, salary, related jobs, and especially the hiring outlook for the next 10 years, as well as an address where the student can write for free information about the occupation, are included. This source is reissued every 2 years in hard- or softcover. Since it usually holds up for that long in softcover, money need not be wasted on the hardcover edition.

The *Guide for Occupational Exploration (GOE)* is an organization tool for setting up occupational unbound files and cross-indexing all occupational information in any medium. It contains the Worker Trait Groups, their rationale, and an alphabetical index to occupations giving the DOT number and the Worker Trait Group number. (Note: Unless files are going to be voluminous, only the first four digits are necessary to set up the Worker Trait Group files.)

Chronicle guidance materials are excellent, and the three-in-one subscription gives more for the money than anything else. Included are monthly issues of occupational briefs and reprints; guidance materials; the *Four-year College Handbook* and the *Two-year College Handbook*, which offer indexes of majors as well as information about colleges in easy-to-compare chart form; a *Trade, Technical School Handbook*, which does

the same for those schools; and a volume that gives addresses for free occupational materials for unbound files. In April of every year, an additional paperback arrives with lists of colleges that still have openings for the following fall term, to help students who were rejected at all their previously selected colleges. This is an annual subscription. It takes about 4 years to collect the entire occupational library, but that is the way the program is designed, rather than having the subscriber spend the money for the whole thing first and then getting updates.

A college handbook is next on the list. Barron's has maps of each state and each selection contains coordinates. Peterson's has a chart of admissions by SAT centile that keeps a student from assuming that medians are absolute. The College Board offering does an excellent job of covering admission testing requirements. These books are annuals and must be purchased each year.

The file folders are for setting up unbound files in all three categories: postsecondary education (do not file colleges and trade/technical school materials separately); occupations; and job skills.

Lean and Mean: Approximate Cost, \$500

With more money, it is possible to enrich a career center and the programs it offers. In addition to the items in the bare bones program, the following items will be useful:

Dictionary of Occupational Titles, two more copies
Occupational Outlook Handbook, five more copies
The College Handbook, *The College Cost Book*, and *The Index of Majors*
The American Almanac of Jobs and Salaries
Octameron Press publications 1 through 8
Succeed as a Job Applicant
Working videotape
VGN career books, as many as possible
Peterson's *Two-Year College Guide* and *Guide to Colleges with Programs for Learning Disabled Students*
The Black Student's Guide to Colleges

For the money, the three-volume College Board set gives the best value in handbooks. The *Index of Majors* and the *College Cost Book* give a more realistic picture of college than just tuition, fees, and room and board. It develops a comprehensive budget, including books, laundry, travel, and other expenses.

The Octameron Press materials cover all types of financial aid for college or technical school: scholarships, loans, and work-study, cooperatives and

federal programs. In addition, the Octameron people publish books on writing college application essays, doing college interviews, and how selective colleges choose students. These books are inexpensive and updated annually.

Beyond the bare bones stage, it is necessary to address the needs of special populations as much as the literature will allow. The Peterson's books expand college materials to students wanting 2-year colleges and those with learning disabilities. The volume on Black colleges also discusses other minorities.

The VGM occupational series is excellent. These books cover a wide range of educational entry requirements, so occupations can be selected that reflect the postsecondary choices of your students. For example, if your school sends 56% of its graduates to 4-year colleges, 25% to 2-year colleges and technical schools, 3% into the military, and the remainder directly into the world of work, then your selection of titles should reflect those statistics. VGM books are updated about every 4 to 5 years.

An additional occupational research source is the *American Almanac of Jobs and Salaries*. It surveys salaries in many areas for the same occupation: private versus government; east coast versus west; and so on. It also has some sections on salaries in history, which could give you entry into some social studies classrooms!

Job skills materials present some problems. Those available vary tremendously in quality, and some of the very best are designed for low-level readers. The *Working* videotape from the Metropolitan Life Insurance Company is new, swinging, and fun for the students to watch. It has a strong message about rushing out to get a job. It covers applications, interviews, and some work values. (A few counselors have been turned off by this film, but very few students commented unfavorably. One said he thought it was silly, but he remembered the material and he guessed that was what it intended him to do.)

The Arco book, *Succeed as a Job Applicant*, is old, but it covers all aspects of job seeking, finding, and getting very well, and the price is right.

Full-Bodied: Approximate Cost, \$850

With this sort of budget, it is possible to significantly expand programs and respond to special populations. In addition to the items from the bare bones and lean and mean programs, the following may also be kept:

Peterson's

How the Military Will Help You Pay for College
Winning Money for College
The College Money Handbook
Guide to College Admissions

J. Weston Walch posters, any of the following set:

Foreign Language Careers
Opportunities in Foreign Service
Careers in Home Economics
Algebra on the Job
Arithmetic on the Job
Careers for Musical People
Careers for Artistic People
Careers for Sports-Minded People
Getting a Job
English on the Job

Orchard House, Inc.

College Admissions Data Handbook
Technical, Trade and Business School
Data Handbook

Career World Magazine (five copies)

Garrett Park Press Career Education Wall Posters

Immediately noticeable in this program is its array of posters. These are not only intended for the career center proper, but are also a good way to get into classrooms. Many teachers would love to have a career bulletin board if it could offer valuable, attractive items. It is helpful to laminate all posters before using them; they will last longer and stay cleaner. Think about the faculty, and initially try to choose materials for the areas most likely to be responsive. Be aware, however, that this type of activity can snowball.

Career World magazine has an annual subscription specifying the purchase of a minimum of 15 copies. If you can afford it, please do so, but you may also order any number from 1 to 15 at a slightly higher rate per issue. There are excellent articles on occupations; each issue features an area in broad scope, and other areas appear in shorter articles. There are also job skills articles for the unbound file.

The Orchard House materials are the most comprehensive for their purpose, although they are expensive. They are updated annually. Each school gets one page to present admissions information and an overview of its programs. The books can be purchased in softcover, bound, or punched in a binder. The latter is less expensive after the first year, but pages tend to get lost, especially, of the most popular schools. Some schools have resorted to photocopying

the whole issue each year and saving the originals to use as replacements, but that seems to negate the savings otherwise accrued.

The Peterson's materials mentioned are a selection of many good titles available to reflect a particular school's needs.

Rubenesque: Approximate Cost, \$1,650

This program represents an ideal pocketbook. At this point, you know your population and its needs and you have used enough materials to be able to judge quality. In addition to the items from the bare bones, lean and mean, and full-bodied programs, the following will round out an ideal career center information shelf:

Occupational Outlook Handbook, class set

Peterson's

National College Databook
Summer Opportunities for Kids and Teenagers
The Athlete's Game Plan for College and Career
Assortment of Pamphlets

College Board Publications

Campus Visits and College Interviews
Writing Your College Application Essay

Garrett Park Press

Emerging Careers
Career Opportunities News (newsletter)
Time for a Change (women in nontraditional fields)
Careers in State and Local Government
Careers in Mental Health

VGM career books, as many as possible, for varying educational requirements.

Professional careers series (6 books)
How to Write a Winning Resume
How to Have a Winning Job Interview

Sunburst Films

Resumes/Job Applications
Interviewing
Jobs for the '90s

Orchard House, Inc.

College Finder Map
(CADS College Maps)

The Sunburst films are the most expensive item overall, but they are good quality. Students pay attention while viewing them. They are available in videotape and in filmstrip/cassette. A warning about videos: Some companies have simply transported

their filmstrips to video, so they do not "move" and they are not updated. If this is an issue of concern, take time to preview any title of interest.

If your career center has developed some sequential career education units, you will need a class set of the OOH.

The publications from Peterson's, the College Board, and Garrett Park Press cover a variety of topics and represent information that is not well represented elsewhere.

The Orchard House maps make good bulletin boards or may be displayed in the career center to help students who have heard of a college but do not have any concept of how far away from home it is. They may be used at the end of the year to show where students are going.

There are many more sources and materials of all qualities and all prices available. The ones mentioned here lend themselves to wide use, are attractive to students, and are not inordinately expensive.

The following list of publishers and their addresses includes Social Studies School Service, which is a clearinghouse for career guidance materials as well as other guidance topics. Its people are quick to add new materials as they are published; they annotate each item so you can judge its usefulness; and, best of all, they do not charge over the book price. They are now adding software to their offerings.

Publishers and Addresses

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11797

Chronicle Guidance Publications, Inc.
Aurora Street P.O. Box 1190
Moravia, NY 13118-1190

College Board Guidance Publications
Department E77-Box 886
New York, NY 10101

General Learning Corporation
(For *Career World Magazine*)
P.O. Box 310
Highwood, IL 60040

Octameron Associates
P.O. Box 3437
Alexandria, VA 22302

Orchard House, Inc.
112 Balls Hill Road
Concord, MA 01742

Peterson's Guides
P.O. Box 2123
Princeton, NJ 08540-9925

Social Studies School Service
10,000 Culver Boulevard, Room G11
P.O. Box 802
Culver City, CA 90232-0802

Superintendent of Documents
(For DOT, OOH, GOE)
Government Printing Office
Washington, DC 20402

VGM Career Books
Division of National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60645-1975

J. Weston Walch, Publisher
P.O. Box 658
Portland, ME 04104-0658

Career Center Wish List for Various Pocketbooks contributed by Sandra D. Martin, Career Center Coordinator, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Virginia.

Resources and Assessment Tools for Career Exploration

Aptitude tests, interest inventories, other standardized instruments, and a variety of additional resources are used by school systems, counselors, and teachers to assist students in learning about themselves and setting short- and long-term educational and career goals. These instruments are useful because they provide a great deal of information in a minimum amount of time. Some instruments provide information at a relatively low cost. However, most aptitude tests and interest inventories must be used with caution for the following reasons:

- Some tests designed for the general public are inappropriate for gifted students who tend to score in the 98th to 99th percentiles in all areas; in other words, the ceiling of these tests is too low for most gifted students (Fredrickson, 1986; Sanborn, 1979).
- Most aptitude tests cannot discriminate among high levels of performance; thus they do not reflect the relative strengths and weaknesses of gifted students.

Many gifted students score in the uppermost deciles in all scales, demonstrating a high, flat profile (Kerr & Ghrist-Priebe, 1988). These students doubt the usefulness of the tests. As one student commented after taking an aptitude test, "I can be either a mechanic or a nuclear physicist." In a personal interview, Nicholas Colangelo, editor of *New Voices in Counseling the Gifted* (Colangelo & Zaffrann, 1979), succinctly stated the central issue: "Most [standardized instruments] ask gifted students to agree with people who are quite unlike themselves." Thus, when standardized instruments are used to provide information to gifted students, the function and limitations of each test should be explained to the student and family.

A review of the research, together with personal interviews, indicates that a variety of instruments may be useful for counselors who wish to provide gifted students with information about themselves to use in short- and long-term planning. The variety includes tools for values clarification and appropriate inventories that assess interests, personal needs, and learning styles. Values clarification encourages students to understand themselves better and to develop belief systems and behavior codes that they can later use as a foundation for some of the most important decisions of their lives (Tannenbaum, 1983). Interest inventories are designed to help students understand themselves, their possible career directions, and the educational preparation necessary for various career alternatives. Some inventories do not give gifted students sufficient information about careers that have existed for only a few years; however, combined with values clarification, decision-making skills, and appropriate group and individual guidance counseling, these instruments can be helpful. Personal needs assessments assist students in understanding the ways in which their personality characteristics integrate with careers. Learning style inventories assist students in understanding the way they prefer to learn. For more information on the relationship between cognitive style and career planning, see Chapter 3 and David Kolb's book, *Experiential Learning* (1983).

Some researchers and educators believe that when gifted students base their decisions concerning a college academic major and a career on values and needs, their choices remain stable even when their interests change (Kaufmann, F., & Kerr, B., personal communication, August 1987). Kerr, associated with the National Honors Counseling Laboratory at the University of Iowa, stated that during her many years of working with gifted students, she has consistently

found that a values-based individual intervention, which attempts to persuade young people to make choices based on their innermost values, interests, and needs, seems to be most effective for long-term planning. The National Honors Counseling Laboratory, a comprehensive career-counseling research program for gifted students, advises students on college major and career decisions. Its method, called Values-based Career Counseling Intervention, is described by Kerr (1986) and Kerr and Ghrist-Priebe (1988). The following three instruments were used by the researchers.

Values Clarification

The Rokeach Values Survey is a forced-choice ranking of 18 terminal values (guiding principles) and 18 instrumental values (Rokeach, 1973).

Vocational Interest Inventory

The Vocational Preference Inventory (VPI), by John Holland, is published by Consulting Psychologists Press/Psychological Assessment Research, for students in grades 12–16 through adult. Testing time: untimed, approximately 30 minutes. An inventory of feelings and attitudes about 160 types of work yields 11 scores, 6 of which can be used as vocational interest types of scales (Holland, 1973, 1974).

Personality Inventory

Personality Research Form is published by Research Psychologists Press Inc./Psychological Assessment Research, for use with college students. Testing time: untimed; standard form, 40 minutes; long form, 70 minutes. A self-report personality inventory that yields 15 or 22 scores, depending on the form used. Both editions yield scores for achievement, affiliation, aggression, autonomy, dominance, endurance, exhibition, harm avoidance, impulsiveness, nurturance, order, play, social recognition, understanding, and infrequency. This inventory is generally used for research.

The following list describes additional instruments that are in common use and are appropriate for gifted students.

Values Clarification

Allport Vernon Lindzey Inventory. A forced-choice questionnaire that asks for personal preferences on 45 different questions and attempts to determine the relative strengths of six basic areas of motivation (Allport, Vernon, & Lindzey, 1951). This instrument yields an individual profile of the relative strengths of Spranger's six value types:

- Theoretical (a person who values the discovery of truth and wants to order and systematize knowledge).
- Economic (a person who is interested in what is useful and practical).
- Aesthetic (a person who is interested in form and harmony).
- Social (a person who prizes other people as ends in themselves).
- Political (a person who prizes power and influence).
- Religious (a person who's highest value is the unity of mankind).

Learning Styles Inventories

The 4-Mat System, Teaching to Learning Styles with Right/Left Mode Techniques, (rev. ed., 1987), by B. McCarthy is published by Excel, Incorporated. McCarthy uses Kolb's conceptual approach to cognitive style, categorizing an individual's approach to learning as a combination of (a) sensing and feeling (concrete experience), (b) reflective observation (watching), (c) thinking (abstract conceptualization), and (d) doing (active experimentation). The method allows teachers and counselors to administer an instrument whereby students can become aware of their dominant learning style preference as well as possible alternatives. Knowledge of one's preferred learning style can be particularly useful to gifted students in selecting academic majors and careers (Kolb, 1983).

Requests for information and/or materials should be directed to Learning Style Inventory, McBer and Company, 137 Newbury Street, Boston, Massachusetts 02116, 617/437-7080.

Dunn, Dunn & Price Learning Style Inventory (1975). This instrument classifies 18 elements of learning into categories (e.g., environmental, emotional, sociological, and physical) and contains items related to student emotional characteristics such as motivation, persistence, responsibility, and the need for structure or flexibility.

For information, write Center for the Study of Learning and Teaching Styles, St. John's University, Grand Central Parkway, Jamaica, NY 11439.

Renzulli & Smith Learning Style Inventory (1978).

This instrument assesses student preferences for certain instructional techniques (e.g., lecture, discussion, projects, independent study, programmed instruction, recitation and drill, peer teaching, and simulations and games).

A Lifestyle and Personality Inventory

The Meyers-Briggs Type Indicator (MBTI), published by Educational Testing Service, is a widely used psychological self-reporting instrument. The developers state that it can be used to determine a person's orientation toward Jungian-defined types (Myers & Myers, 1980). Testing time is 60+ minutes.

The MBTI, a nonjudgmental instrument, reflects preferences on four continua: extroversion versus introversion, sensing versus intuition, thinking versus feeling, and judging versus perceiving. Scores indicate how people prefer to use their minds (i.e. perceive and judge) and how they relate to the world (as an extrovert or introvert). Researchers have established positive correlations between MBTI type and career choices (MacKinnon, 1960; Myers & Myers, 1980; Tannenbaum, 1983).

The MBTI can be used with gifted students in atypical ways. For example, one guidance counselor interviewed for this book found that students high on *p* (perception) need help to get organized, and benefit from study skills courses (Dungan, N., personal communication, August 1987).

Middle School/Intermediate School Instruments

FIRO Scales, a personal needs inventory, is published by Consulting Psychologists Press, Inc. for students in grades 9-16 through adult; testing time: untimed, approximately 120 minutes.

FIRO Scales are self-reporting questionnaires designed to assess a person's need for inclusion, control, and affection in various aspects of interpersonal situations (Thorndike & Hagan, 1986). The test is generally administered to 9th- and 10th-grade students. However, gifted students need the information earlier because they tend to make decisions before their age-mates do. Therefore, FIRO Scales may be used effectively by intermediate or middle school personnel to assist gifted students in becoming more aware of their affective needs.

JOB-O, an inventory that relates interests to occupations, but does not measure ability or aptitude, provides information about the skills that are needed for obtaining a specific job. JOB-O is often used with older students. It is, however, more appropriate for seventh- and eighth-grade gifted students. These students are ready for the information provided by this instrument because aptitude and ability are not appropriate criteria for decision making. As noted earlier, young gifted adolescents are ready to think about careers and simultaneously need an appropriate approach to career planning.

Raven Advanced Progressive Matrices is published by The Psychological Corporation: testing time: 30–60 minutes.

The Raven Matrices, a nonverbal general-ability instrument, measures abstract reasoning ability using a series of patterns (Baska, 1986). Several versions exist. The Advanced Raven is not well validated and is only recommended for use as part of a broad screening program. It is included here because career assessment for gifted students depends, in part, on the measures used to identify the students. Some evidence indicates that Raven Matrices may assist school system administrators and counselors in locating preadolescent gifted students who might not be identified by typical identification measures. Middle school magnet programs (for example, schools in Chicago and Maryland), have found that a student's Advanced Raven score predicts useful information, such as the degree to which a student can reason inferentially.

Computer Systems. Technological advancement has added a new dimension to career counseling: computer-based career information and guidance systems. Although the state of the art is still unfolding, several systems are currently being used successfully throughout the United States. Isaacson (1985) suggested two useful publications for those who wish background information: *Microcomputers and the School Counselor*, edited by Cynthia Johnson and published by the American School Counselor Association, and *The Counseling Psychologist*, Volume 2, Number 4.

Interviews indicate that the following computer-based career information and guidance systems are being used successfully with gifted students:

DISCOVER, largely the work of Jo Ann Harris-Bowlsbey, was developed as a systematic career-guidance program to assist in career development activities at the secondary school level. The package includes values and decision-making education, relating and exploring occupations, and career exploration and planning. For information, contact the American College Testing Program (ACT).

SIGI (System of Interactive Guidance and Information), published by Educational Testing Service (ETS), is a computer-based career information and guidance system that is based on the assumption that one's values are the overriding factor in the choice of a career. The computer system weighs the relative strengths of ten values (income, prestige, independence, helping others, security, variety, leadership, field of interest, leisure, and early entry) and tests the

user by considering combinations of hypothetical jobs, each of which stresses one particular value. When values conflict, the computer warns the user of the discrepancy and asks the user to reconsider. In an interview, an ETS representative stated, "SIGI is smart enough so that if a kid says 'I want to help people' and 'earn \$100,000 a year,' the program recognizes a conflict in goals and provides alternatives." SIGI is updated every year.

SIGI PLUS, an enhanced version of SIGI, includes an improved values game. Users may play the game immediately after giving weights to their values. The game is patterned after the card game Rummy. Users are first dealt a randomly selected "hand" of seven cards, each featuring a short phrase that defines some aspect of a value, for example,

- "The work you do may improve society."
- "Your job has high status in the community."
- "New technology won't make you lose your job."
- "You have a good chance to make a lot of money."

Other value cards from the "deck" are then exposed, and users try to improve their hands by picking up these cards, but always at the cost of discarding a card. After users have seen the full deck, the cards in their hand should describe a job that is close to ideal. The screen then shows which SIGI PLUS value corresponds to each card and points out any inconsistencies between the cards held and the values that were previously given high weights. In light of what they have learned from the game, users then may readjust the weights assigned to values. For more information, contact SIGI PLUS, ETS, CN 6403, Princeton, NJ 08541.

Additional Resources. The following instruments, in common use, are designed for vocational assessment. The use of these instruments with gifted students should always be accompanied by a discussion of the purpose of the test, implications, and results.

The Holland Self-Directed Search consists of three parts, including The Vocational Preference Inventory, listed earlier, the Occupations Finder, and the Self-Directed Search (Holland, 1973, 1974). Some gifted adolescents find the Holland theory of vocational choice helpful because it is based on the following personality types:

- *Realistic type.* Likes to work with things; for example, tools, objects, machines, or animals.
- *Investigative type.* Tends to be curious, studious, and independent; will be successful in any area

where creative problem defining or problem solving is valued.

- *Artistic type.* Creative, freewheeling; tends to dislike routine.
- *Social type.* Prefers activities in which helping other people is the primary focus.
- *Enterprising type.* Likes activities that permit leading or influencing other people; the most successful people in fields associated with this type are outgoing, energetic, persistent people who are committed to an idea.
- *Conventional type.* Likes activities that permit organization of information in a clear and orderly way; responsible and dependable.

The *California Occupational Preference System (COPS)* is published by Educational & Industrial Testing Service, San Diego, CA 92107. COPS matches interests with certain career clusters. It is used successfully with gifted students because distinctions are made between different science clusters, for example, physical science, life science, and mathematical science.

School systems throughout the nation successfully use the *Harrington-O'Shea Career Decision-Making System*, published by American Guidance Service, Circle Pines, MN 55014. The design of this tool makes it easy to administer, and it provides most students with an adequate interpretation of their preferences. However, the design may be disadvantageous to early emerging gifted students, students who have decided on a particular career before they have sufficient maturity and experience. Early emergers, particularly students who have little tolerance for ambiguity, tend to structure the results of the Harrington-O'Shea test so as to coincide with their preconceived ideas about careers. The Harrington-O'Shea system does not distinguish among science clusters. For example, the student whose primary interest is physical science may not produce scores indicating science as a preferred career category if he or she rejects life science activities.

Resources for Educational and Psychological Testing. The following sources provide information on assessment tools listed above.

American Guidance Service, Inc.
720 Washington Avenue, S.E.
Minneapolis, MN 55414

Center for the Study of Learning and Teaching Styles
St. John's University
Grand Central and Utopia Parkways
Jamaica, NY 11439

Consulting Psychologists Press, Inc.
577 College Avenue
Palo Alto, CA 94306

Educational and Industrial Testing Service
San Diego, CA 92107

Educational Testing Service (ETS)
Rosedale Road
Princeton, NJ 08541

Learning Styles Inventory (LSI)
McBer and Company
137 Newbury Street
Boston, MA 02116

The Psychological Corporation
757 Third Avenue
New York, NY 10017

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5. Learning About Colleges: What Have They Got That I Want?

This chapter addresses some ways that counselors, teachers, and parents can assist gifted adolescents as they begin stage two of the college planning process: learning about colleges. The chapter is organized so as to permit counselors to support student learning by providing written material and group discussion workshops. Group discussions are particularly important: They enable students to discuss college planning ideas with gifted peers, test ideas, and change ideas that are ineffective (Buescher, 1987).

The book broadens in scope at this point by including written materials for counselors to duplicate for student use. Gifted students can use these materials to learn about colleges as they need the information. The materials provided account for differences in learning styles. For example, some students take "quantum leaps," while others proceed sequentially from a given point. Regardless of students' learning styles, knowledge about themselves is a co-requisite.

Counselors and parents will discover that learning about colleges is a two-step process:

- *Step One* involves collecting general information by reading, talking with people (asking questions), and visiting colleges. (See Chapter 6 for information on campus visits.) By the end of 11th grade, the student will develop a list of 10 to 20 colleges based on personal criteria.
- *Step Two* involves analyzing and evaluating information, again by reading, asking questions and visiting colleges. By the middle of 12th grade, the student will narrow his or her list to five or six colleges by evaluating information about college

offerings and the method used by colleges to select a freshman class. The final list should reflect (a) personal values, interests, and needs, (b) the variety and range of available college opportunities, and (c) realistic constraints such as cost and distance.

As stated earlier, the goal of all guidance activities is to gradually bring the student closer to developing a list of possible colleges, realistic career choices, and a personally satisfying future. The college-planning process described in this book will assist counselors, teachers, and parents in their efforts to encourage gifted students to be attuned to their needs, ask analytic questions, integrate different types of information, and be creative researchers. A collaborative effort that includes the student and the student's counselor, family, and teachers is essential to achieve these goals.

When a student is comfortable with a self-evaluation process and begins to view himself or herself in terms of values, interests, skills, and personal needs rather than in terms of strengths and weaknesses, the student is prepared to begin the exploration of college offerings. The better the self-knowledge the student has, the better the student will be able to match his or her goals, expectations, and requirements with those of a college. This matching process carries several cautionary notes.

1. Educators and counselors interviewed for this book indicated that gifted students become anxious about applying to college as early as seventh grade, although they may not know basic college-planning facts such as what courses will appear

- on a high school transcript. They need reassurance; for example, college decisions do not have to be made prior to 11th or 12th grade. However, reassurance unaccompanied by information and a coherent plan is rarely sufficient for gifted students. In fact, waiting until 11th grade to begin collecting information does not permit sufficient time for rational decision-making. *Gifted students need to understand that college planning is part of a lengthy career planning process; it need not be a finite event that begins and ends mysteriously or arbitrarily.* Learning about colleges is one part of a broad-based approach to planning for college, designing career goals, and, ultimately, leading a personally satisfying life.
2. There is no such thing as the perfect school. The college experience, like life, is a series of trade-offs. Most gifted students should be able to identify several different types of schools appropriate for them. This does not mean that they would have identical experiences at each school, only that their experiences would be equally positive.
 3. The path from point A, knowing oneself, to point B, a satisfying college experience, does not necessarily follow a smooth progression. Gifted students develop intellectually, socially, and emotionally at inconsistent rates. Like all adolescents, they face the challenge of making a critical decision on college selection at a point in their lives when they have not finished "becoming themselves." Parents, teachers, and counselors should encourage them to think of college selection as the first step in what may ultimately be a multistep process. For example, the college environment suitable for freshman and sophomore years may be unacceptable for the final 2 years because the student—not the college—has changed. In such a case transfer is a realistic and positive option. An understanding of college choice as a multistep process is particularly useful and encouraging for students whose academic performance in high school precludes admission to a highly selective college. Application to such a school may eventually be a realistic goal. This encouragement will provide hope for the future and ameliorate potential feelings of failure.
 4. The most selective colleges receive more than 10 applications for every freshman vacancy. A large percentage of these applicants are highly qualified. A student who aspires to a highly selective college can expect a highly competitive application review. Because the student's credentials will be examined so carefully and critically, knowing what the student is up against before he or she begins can help make the college search more realistic. Again, the key is to provide the right kind of information at a time when students need it.
 5. Some gifted adolescents have a difficult time with the organizational patterns of secondary school education. Impatient with a secondary school system and structure that does not meet their needs, they accelerate to leave high school early. According to one counselor, "They've been in the pressure cooker too long." However, many colleges are reluctant to accept young students without evidence of emotional maturity. Schools such as Simon's Rock of Bard College, at Great Barrington, Massachusetts, or the Program for the Exceptionally Gifted (PEG), at Mary Baldwin College in Staunton, Virginia, provide a combined high school and college curriculum that may be more appropriate for extraordinarily gifted young people.
 6. During their later years in high school, some gifted students seem to perfect the art of procrastination. Multidimensional students may not be ready to select priorities; they may be academically successful in all courses while unable to focus. Students sensitive to the pressure of expectations may develop a case of advanced paralysis each time someone asks, "Where are you applying to college?" Both groups swing from one unrealistic extreme to another. They decide on a college or career one day, and the next day they reject that choice and wonder how they will ever decide. Their deliberations, however, may not result in active planning for college.
- Counselors, teachers, and parents are often surprised that gifted students have not matured as expected by their senior year in high school. Students' uneven developmental patterns and characteristics may complicate college planning. For example, despite everyone's best effort, the students may procrastinate until the 11th hour. Some counselors, familiar with the effort required to persuade these students to send for college applications, adjust their calendars to accommodate the last-minute paper work. Teachers wonder how they will cover the required curriculum and assist students with writing the essay portion of the application. Parents become impatient as they realize the complexity of the application process and how little it resembles their own experiences. Parents may urge students to make an arbitrary

decision based on cost or apply to colleges previously attended by family members.

7. The increasing number and variety of books on how to get accepted by the college of your choice add to everyone's anxiety. Students say these books are helpful because they teach so-called marketing techniques. However, many books inadvertently reinforce the idea that college planning begins with November SATs and ends with letters of acceptance from the student's chosen schools.

College and career planning may be particularly difficult for some gifted students. However, it can be a growth-promoting experience for all participants when the ultimate goal, student decisions based on realistic criteria that result in a satisfying life, is kept at the forefront of all decision-making activity.

WHAT COUNSELORS CAN DO TO ASSIST STUDENTS

A broad range of career- and college-planning activities that include a combination of the following will help students learn about colleges and proceed through the application process:

- Group discussions, seminars, and workshops help students clarify personal values, interests, needs, and learning style preferences. Students can match their personal traits and goals to an appropriate range of colleges and college offerings.
- Written career- and college-planning materials supplement group activities.
- Individual counseling sessions provide opportunities to clarify information and personal conflicts.

Group Discussion, Seminars, and Guidance Workshops

Counselors can:

- Elicit parent support early each year. Many parents are accustomed to acting as advocates for their students. They tend to act with greater wisdom when they understand the guidance counselor's goals and objectives. Describe guidance goals and solicit help. Decide how parents can assist with college and career programs (be specific), and provide a sign-up sheet.
- Provide at least one workshop to review the issues presented in Chapter 4: self-awareness, decision-making, and goal-setting.
- Provide a group discussion on the relationship between personal choice and college planning. Some students feel more confident about college planning when they understand the following:
 1. There are fundamental differences between high school and college life: the latter provides more space, more individual freedom, less structure, and more choices.
 2. College students respond differently to increased independence. Some who earned high grades in high school (a highly structured environment) continue to do well in college. Some students, however, may not be as satisfied with college, in part because expectations change.
 3. Some students who do not do well academically in high school are highly successful in college, in part because of a different structural organization than is provided by the average public high school.
- Provide additional workshops that address the following topics:
 - Why do I want to go to college? What are my values, needs, and goals? What do I want from a college?
 - How do I want to live for the next 2 to 4 years?
 - How shall I learn about colleges?
 - What are their distinguishing characteristics? (Chapter 5 includes a student guide to college guides.)
 - What shall I look for during a campus visit?
 - How does a college evaluate applications and choose a freshman class?
 - What do I have that colleges want?
 - How do I complete an error-free application?
 - How can I effectively present my credentials?
 - How can I secure strong recommendations?
 - How shall I use the interview to my advantage?
 - How do I write an effective essay?
 - How can I pay for college?
- Provide a workshop or discussion where high school juniors and seniors can speak with college students about college planning terms and issues, such as (a) the difference between high school and college life-styles in terms of time-management issues (i.e., the way an average day, week, and semester differs from high school); (b) the need to be self-reliant and organized in work habits; (c) choosing a college; and (d) the meaning and

implications of college-planning terms, such as class size.

- Continue career-awareness activities. A career-awareness program is most effective when students maintain folders that contain results of their career-planning activities, such as their learning style preference, the Meyers-Briggs Type Indicator, vocational assessments, and so forth. When used as part of a coherent plan, these folders may assist students in choosing a college academic major and focusing on an area of interest.

During 11th and 12th grades, students should be strongly encouraged to participate in mentor relationships, internships, and volunteer activities. Interacting with community business and industry representatives can provide support for a career-planning program. Most schools find that physical and social scientists (e.g., physicists, meteorologists, astronomers, economists, and anthropologists) and other professionals enjoy talking to students about their work. Once contact is established, professionals will often invite students to their work locations and continue sharing details about their careers.

A counselor's role as student advocate and resource does not end when letters of acceptance arrive. Some students have difficulty breaking away. These students spend years in academic and social activities that nurture close friendships, and they sense that their lives are about to change. Although this is true for adolescents in general, gifted students, because of their characteristics, may especially need guidance activities that ease the transition from high school to college.

Supplemental Written Material

Gifted students need guidance workshops that provide an explanation of the college-planning process. They also need written materials that support and supplement group workshops. This chapter and Chapter 6 provide a variety of resources that support college-planning activities. Counselors can also consider the following suggestions:

- Provide and distribute attractive written material, including the following:
 - the goals of the high school's college counseling program
 - areas of responsibility (for example, what the guidance department is responsible for and what each student is responsible for)

- a college planning calendar that includes information such as the locations and dates of tests
- hints on the college visit, the interview, crafting the essay, and completing other aspects of the application process. (*Note:* Students are less likely to misplace attractive, brightly colored material.)
- Provide a series of timely school newsletters that remind students of
 - transcript request procedures and deadlines
 - college fairs and college-planning workshops (offered by schools, parent organizations, and others)
 - dates when college representatives will be at the student's high school and at nearby schools. (Students can be invited to contribute hints and tips about college planning.)
- Provide a summer enrichment brochure listing local, regional, and national opportunities.
- Provide a booklet written by students that offers college-planning hints. (This project might be a senior class gift to the school or an honor society project.)

Individual Counseling

Individual counseling sessions may be structured or unstructured, depending on the needs of the student. Some individual counseling sessions consist of brief conversations that occur during an average day. Individuals interviewed for this book shared many personal experiences. Several gifted adults remembered one high school or college advisor who was instrumental in helping them plan for college and/or a career. The advisor became the student's advocate, occasionally contacting the student with ideas about college plans. One individual remembered that her counselor asked brief questions such as, "Do you know that you can take Achievement tests at any time during high school? You might consider taking the Achievement test this month."

Another individual described her experiences with her high school counselor by saying, "She tapped me on the shoulder occasionally [to give me information or remind me of a particular deadline]. I knew that she took a personal interest [in me]."

WHAT STUDENTS CAN DO TO LEARN ABOUT COLLEGES

There are more than 3,000 colleges in the United States. Some are more selective than others. Some are "name brand" colleges, while some of the nation's best colleges are not well known. Eventually you should choose a range of five or six colleges that are appropriate for you. The group should include one school you are sure will accept you (a safety school), one school where admissions criteria are slightly beyond your credentials (a long shot), and three or four colleges where admissions criteria match your credentials. Be sure your list includes schools where you *might* be accepted, schools where you *will probably* be accepted, and schools where you *know* you will be accepted. Your decision should be based on what you know about yourself and your values, interests, personal needs, and goals; what you learn about colleges and college offerings; and an understanding of how colleges evaluate applicants. This is not an easy task, in part because your interests, needs, and goals may change and in part because college admission standards change each year.

Your guidance counselor and parents can help you learn about yourself and develop personal criteria to use when selecting colleges. You can do the following to learn about colleges and college offerings:

1. Read. Become familiar with different types of college guides.
2. Ask questions. Talk to college students and college representatives.
3. Visit a wide range of colleges.

Reading the College Guidebooks

There are two types of college guides. For the purpose of this discussion, they have been labeled *objective guides* (these provide data-based information), and *subjective guides* (these provide information based on opinions).

Objective guides provide categorical and statistical data on every 2- and/or 4-year college and university in the United States, Canada, and other countries. They list colleges and universities alphabetically or by state; most list the telephone number for the Office of Admission. According to one source (Drabelle, 1987), the five leading objective guides are *Profiles of American Colleges*, published by Barron's, the *College*

Handbook, published by the College Entrance Examination Board (CEEB), *Peterson's Guide to Four-Year Colleges*, *Lovejoy's College Guide*, and the *Comparative Guide to American Colleges*, published by Cass & Birnbaum. Objective guides provide data-based college profiles that are written by the colleges and, hence, may be designed to cast each college in a favorable light; however, this fact does not negate their usefulness.

Objective college guides contain similar information but differ in several ways:

- Some objective guides have specific orientations. For example, *Lovejoy's* includes a section on careers. The section is useful, but it may not be appropriate for gifted students.
- Some objective guides are more thorough in breadth, depth, and scope of coverage.
- Some objective guides include worksheets that allow students to map the college selection process; this is particularly useful for some students.
- Some objective guides are revised annually and contain up-to-date information on the cost of tuition, room, and board.
- Some objective guides are accompanied by a companion *Index of Majors*. Such an index provides information for students who know what they want to study, but not where to study it. The index is particularly helpful for students who want to combine academic majors (e.g., physics and philosophy) or want to major in an area that is relatively uncommon (e.g., a specialized microbiological science).

The statistical information provided by objective guides can be used in different ways. For example, most college profiles list the number of undergraduate students enrolled. When you visit a college, investigate the relationship between college size and the size of an average freshman class. You may find that some classes are gigantic, but the college offers supplemental freshman seminars. Guides also list admissions standards, including the school's basis for selection. This category includes the average SAT and/or ACT scores of entering freshmen. The average scores are not adjusted to reflect students who leave

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the school prior to graduation. You can use the graphic breakdown of each institution's SAT/ACT scores to determine how comfortable you will be academically. Compare your scores to those of students enrolled in the college or university. Based on this information, if your scores fall in the top or middle of the range, you will probably be comfortable. If your scores fall in the bottom third, prepare yourself for rigorous coursework and an academic challenge. Additional information can be obtained when you visit a college. Ask about the SAT/ACT scores of students who chose to enroll in the academic major you are considering. Again, compare your scores with those of students who have completed that academic major successfully. Bear in mind, however, that SAT/ACT scores of students who have completed an academic major are only one way of estimating whether or not you will be comfortable with a school's academic expectations, and that because scores have been averaged, they may be misleading.

Subjective guides are similar to objective guides but limit the colleges discussed to specific groups or focus on specific topics. They include *The Fiske Guide to Colleges*, *The Insider's Guide to the Colleges*, *The Public Ivys* by Richard Moll, and others. Objective and subjective guides are used differently. In effect, subjective guides supplement objective guides. Note that

- Some subjective guides may not specify criteria used to rank colleges. Descriptions may in fact be one person's biased opinion, formulated during a brief one-time visit.
- Some subjective guides rank academic departments in selected colleges. They may not state their criteria. The information may be valuable when verified during a college visit, particularly if you arrange an interview with a faculty member.
- Some subjective guides (for example, *The Insider's Guide*) discuss student life or a specific aspect of campus life-style.
- Some books focus on topics such as the campus visit, the application, and the essay. They may be useful, but they differ in the quality of advice provided. Use discretion when you read them.

Objective guides may be pallid, but they are often more useful than colorful subjective guides. For

example, the listing for Pace University from the 1988 *Peterson's Guide to Four-Year Colleges* states, "Graduate students teach no undergraduate courses." This is more useful than the following statement in a popular subjective guide: "The University of _____ is divided unofficially into three groups: the 'regs' (regular people), the 'preps,' and the 'granolas'" (Drabelle, 1987). Anecdotal information may be entertaining, but it also may be biased or misleading. If you want to find out how many students in a particular school graduate with a business degree (statistical information), consult an objective guide. If you want to find out about the social scene at a particular school, consult a responsible subjective guide, preferably one that collects information through questionnaires distributed to enrolled college students (for example, *The Fiske Guide to Colleges* and *The Insider's Guide*). Bear in mind that the social scene at every college varies from year to year and that some descriptions have been written by students who graduated prior to the book's publication date.

Additional Resources. Viewbooks, published by most colleges and universities, are generally the first written information students receive from colleges. They are glossy publications designed to promote the college's physical appearance and campus facilities. Larger schools with many resources may emphasize technological equipment. Smaller schools with fewer resources might emphasize a homey atmosphere. Viewbooks provide superficial information that should be confirmed during a campus visit.

Many colleges produce videotapes that describe a college in words and pictures. Like viewbooks, videotapes present an idyllic physical setting with students studying under a tree on a lovely spring day. The view may be misleading. Again, information should be confirmed during a campus visit. Some students may want to visit a campus when the weather is pleasant and, again, when the weather presents inconveniences such as heavy rain or snow.

Computer-based programs offer another way to learn about colleges. For example, Guidance Information System (GIS), a program available from the Hanover, New Hampshire, office of Houghton Mifflin, provides a printout of colleges that match specific academic qualifications and collegiate preferences submitted by prospective applicants. Your guidance

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department and/or career center may provide GIS programs.

Every college and university publishes a catalog describing the institution and the courses offered. Some colleges charge a fee for the catalog. If you are interested in a school, reading the catalog is useful. College catalogs can help you assess a school's distribution requirements, the kinds of courses taught, and the sizes of various academic departments. This will help you decide whether or not a particular college will meet your academic and career needs. Bear in mind that although one particular course may sound interesting, that course may not be taught each semester and may even be dropped by the time you enroll. If you are interested in specific courses, ask about them when you visit a campus.

Asking Questions

The second way you can learn about colleges and universities is to ask questions. Take advantage of opportunities to obtain different types of information by asking questions of college representatives, college students, teachers, and others who can provide firsthand knowledge. You might ask the same question of several people. Consider, compare, and evaluate information you receive. Compare notes with your friends. Draw preliminary conclusions. Then test your conclusions when you visit the campuses.

College representatives can answer the following questions:

- What makes your college different from all other colleges?
- How does the college evaluate applicants? What weight is given to objective/numerical information (GPA, class rank, standardized test scores) versus subjective information (presentation of extracurricular activities, recommendations, the essay, and the interview)?
- Does the college require students to take specific courses or enroll in courses to fulfill certain requirements (translation: distribution requirements/core curriculum)?
- How does the college welcome each freshman class? What procedures exist for orientation, advising, and registration?

- How does the college assist students with career planning?
- What made you decide to become a college representative? What is the job like?

College students can answer the following questions:

- Where is the college located? In a city? In a rural area? What do you like and dislike about the location?
- Why did you select that college?
- What is campus life like? What are the "hot topics"?
- When you started college, what differences did you notice between high school and college? Can you describe an average day?
- How do you live? What kind of living arrangements does the college offer, and what are the advantages and disadvantages of each living style?
- Where do students study?
- What kind of relationships exist between students and faculty?
- What provisions are made for student physical and mental health, safety, and security?
- Does the school help you plan a career? If so, how?

If you need additional assistance, ask your guidance counselor and parents.

Visiting Colleges

Applying to a college you haven't seen is like buying shoes by mail; it's simply impossible to know if you'll be comfortable.

Dean of Admissions,
College of William and Mary

The third way to learn about colleges is to visit. You may have gathered a lot of information by reading the guides and asking questions. Visiting colleges, however, is the only way to acquire firsthand information and test your conclusions, and it is the only justifiable way to make final college selection decisions. A visit offers an opportunity to "look beneath the ivy" and examine the bricks.

Campus visits are most effective when conducted in two stages. Plan to collect different types of information during each stage. Timing depends on a

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number of things, including your schedule and your family's schedule. You should begin to visit campuses no later than your junior year in high school. If you want to consider applying for early decision, you must start earlier and/or combine the following steps.

Stage-One Visits. You should plan to visit approximately 8 to 12 colleges that look interesting. This will be easier if the colleges you want to see are located in one state or adjoining states.

Guidelines

- If possible, plan to visit several campuses during a single 7- to 10-day period during the summer or any other available time. A family-team approach works best for this type of "grand tour." If you have younger siblings, take them along because they might notice things that you do not see and the trip will help them become familiar with college campuses.
- Call each admissions office in advance and ask some of the following questions:
 - Can you send us a campus map?
 - Where is the nearest place to stay overnight?
 - Are there any other colleges nearby?
 - Will we be able to park on campus?
 - What time are guided tours and group information sessions? How long do they last?
 - Are regular-term enrolled students currently taking classes on your campus?
 - Are any campus activities planned on the day we plan to visit?
 - If I want a personal interview with the Dean of Admissions or a representative, can you make suggestions about timing?

The National Association of College Admissions Counselors (NACAC) will supply maps to different colleges for a small fee. Write to NACAC Publications Department, Suite 430, 1800 Diagonal Road., Alexandria, VA 22314.

- During the campus visit, you and your family should plan to accomplish the following:
 - Take the guided tour.
 - Visit several campus buildings.
 - Eat in the dining hall.

- Read the student newspaper and bulletin boards.
- Ask questions of the admissions office, students, and faculty.
- Tour the surrounding area. Ask questions about the weather, shopping, and the community.
- Take good notes during each visit; record your impressions as soon as possible.
- Pick up an application and other information.
- If a stage-one visit includes a personal interview, write a prompt thank-you note to the interviewer. The personal note will reinforce the interviewer's memory of you and can be especially helpful if you are interviewed on a day when the admissions officer has seen many applicants.

Colleges are often close to one another, so that if a trip is well planned and you take good notes, you will gather a lot of informal information in a short time.

A word of caution: If an initial visit is planned for summer, the students on campus may not be typical of the student body present during the regular term. The goal of a stage-one visit, however, is to collect general information and answer the question, "Do I think I would be happy here?" You may require a second visit to secure specific information, present your student credentials to the college and ask, "What are my chances for admission to this school?"

Following stage-one visits, sift through the information collected, talk with your parents and counselor, and narrow the list of possibilities. You should now be able to prepare a *rank-ordered* list of four to six colleges where you will probably be comfortable. If this is not possible, then additional campus visits or a different approach to analyzing the information gathered is necessary. *Do not make a final decision on the basis of a stage-one visit.*

Stage-Two Visits. A stage-two visit helps you reach final decisions. Here, timing may be more important than for a stage-one visit. A stage-two visit during late winter or early spring helps both you and the colleges. Between January (the date when most student applications must reach a college) and April (the month when colleges traditionally send out acceptance letters), colleges have the most information about their pool of applicants, available scholarship money, and other factors. They may be able to

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provide you with concrete information that will help you reach a final decision. Therefore, after completing the application process, you should revisit the campuses that interest you for at least 1 to 2 days each, preferably while classes are in session. Use the questions in this guide and the information you have gathered to develop a list of key questions to ask during a stage-two visit.

Guidelines

- Call well in advance to make an appointment, especially if you want an interview with an admissions officer and/or faculty member. (It may be difficult to meet with some college representatives and admissions officers between August and December, since they tend to visit public and private high schools during the fall. You can visit on a day when most high schools are closed; for example, a legal holiday. Make an appointment 3 or 4 months in advance.)
- Plan to spend enough time to experience "a day in the life of a student."
 - Eat in the student dining hall again.
 - Sit in on at least one class.
 - Spend a night in a dorm room.
 - Spend some time in the student center.
 - Ask students why they decided to attend that particular school.
 - Read bulletin boards and student newspapers.
- Plan to visit faculty members in academic departments that interest you. Speak with athletic coaches and others who can provide information that will help you decide.
- Plan to present final credentials such as the following:
 - musical compositions
 - portfolios
 - evidence of recent achievements.
- Recheck questions written prior to the visit; make sure they are all answered.
- Be sure to double-check college policy on the use of test scores such as AP exams and Achievement tests.

The campus visit will:

- Provide firsthand information on colleges and what is expected of students enrolled at each college or university.
- Allow you to absorb something of the academic, social, and cultural atmosphere of the college.
- Provide information about where college students eat, sleep, study, worship, attend classes, and relax.
- Permit you to talk with college students, observe their life-styles, see how they dress, and observe how they treat each other.
- Provide firsthand information about the community in which a college is located.

Additional Reading

Ripple, G. G., (1987). *Campus pursuit*. Alexandria, VA: Octameron Associates.

Schneider, S. D. (1987). *Campus visits and college interviews*. New York: College Board Publications.

Information on the campus visit is supported by workshops presented to the Fairfax County Association for the Gifted, a parent advocacy group, by Dr. G. Gary Ripple, Dean of Admissions, College of William and Mary.

Questions to Ask During a Campus Visit.

The following list of suggested questions includes criteria you will find in any good college-planning book (Boyer, 1987; Feingold & Levin, 1983; Hayden, 1986; Ripple, 1987; Schneider, 1987). It also includes the general and specific questions gifted students should ask when investigating and analyzing colleges. Gifted students who are planning campus visits may wish to use the list to check off categories of personal importance. For example, a student who is primarily interested in the quality of the faculty at the colleges he or she applies to may use the list of questions in that category. Some students may find the list useful when they attempt to dispel myths that accompany college-planning decisions. Questions about terms such as *intimate school size*, *rural pristine setting*, or *selective* may have some surprise answers.

It is important to understand that there are no perfect questions and no right or wrong answers. It is your responsibility to learn everything you can

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about a school you may attend for 4 or more years. Some of the questions are highly abstract, while others are highly specific. No one would expect you to ask every one of the questions that follow, or to use their exact words. The questions are merely meant to guide your thinking as you read the college guides; visit campuses; and talk to college students, alumni, faculty, administrators, and others. Pick out what is important about college to you and your parents and concentrate your questions in those areas.

Questions About the Goals of a College

- What are the implicit and explicit missions and goals of the college or university? Does the school accommodate students who prefer to develop their intellectual abilities and judgment as well as those who want to train for a specific profession? Does the college provide a climate that encourages students to think clearly and independently, to integrate the disciplines, and to become lifelong learners on behalf of the common good?
- To what degree does the college or university make students aware that they are connected to a united intellectual and social community? How does the school encourage altruism?
- To what degree does the college or university celebrate human diversity and allow for individual differences? What resources exist for gifted culturally diverse students and for learning disabled, handicapped, and other historically bypassed groups?

Questions About How a College Does Business

- How does the college or university ease the student's transition from secondary school to higher education to career paths?
- How are students recruited? How does the college expect promotional materials and recruitment strategies to shape student expectations? How do college representatives answer sharply focused questions about admission procedures (e.g., the use of standardized test scores and other student information)?
- How does the college or university show commitment to its enrolled students? Are students involved in governing the school? What resources does the school provide for academic advising,

personal counseling, and career counseling? Does the school exhibit the same level of commitment toward preparing enrolled students for a personally satisfying life as it does for recruiting new students and ensuring continued alumni financial support?

Questions About a College's Image or Reputation

- If the college or university is a prestigious school such as Harvard, Princeton, or Yale, how is prestige maintained and why do you want to attend? Is the college best known for academics? Specific academic areas? Athletics? Does the school have a reputation for producing scholars and statesmen?
- If the school is a relatively small school known for its personal attention to students, is it financially sound? Do alumni provide strong financial support for academic programs? Does the size of the student body indicate stability?
- Is the curriculum stable, or has it varied widely from year to year?

Questions About Demographics and Campus Geography

Location

- Is the school setting urban, rural, or suburban? What do these descriptions mean?
 - What are the specific advantages and disadvantages of each setting? Does *urban* mean that you can find a particular kind of food you like, but you will have to learn ways to protect yourself when you walk home from the library at night?
 - Does *rural* mean that when you leave campus, everything that moves has four legs? That the local town consists of a food store and a gas station? If you like to order pizza, does the local emporium deliver?
- What methods of transportation exist if you want to go home weekends or during brief school breaks? If you want to visit friends at another college?
- What kind of community resources exist near the school? Are there any museums nearby? Any specialty libraries?

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- What is the *psychological* distance from home?
 - ▢ How long will it take for a package to reach you?
 - ▢ If you have been a part of the same group for a long time, do you need to go to school relatively far from home in order to try new activities and ideas?

Size

- Is the school small? Medium? Large? Huge? Gigantic? What is the real meaning of each of those terms?
- How is the campus designed? Is it compact? Spread out?
 - ▢ Where are the dormitories in relation to classrooms?
 - ▢ How long does it take to get to and from the library? Dining halls? Gym?
- What is the ratio of males to females?
- What is the percentage of culturally diverse students? What ethnic groups are represented?
- What is the percentage of undergraduates?
- What percentage of undergraduates commute?
- How large are classes in each academic area? How does class size affect the quality and quantity of student participation? For example,
 - ▢ Are large lectures accompanied by study groups or some other means of reducing class size so that students can discuss class topics?
 - ▢ Does the school offer student seminars or other ways for students to work and learn together? Are the seminars led by faculty members?
- To what degree does campus size affect the facilities provided for student use? If a school boasts of superior technology and research facilities, who has access to them? Graduate students? Upperclassmen? Everyone who has ability, skill, and interest?

Costs

- What is the real meaning of *private*? *State-supported*? *Heavily endowed*?
- How are fees constructed? What are the added costs: student activity fees, life-style expenses, and books?

- Are loans, scholarships, and student aid programs available? To whom? What are the requirements and limitations?
- Does the school offer a work-study program?
 - ▢ If so, who is eligible to participate?
 - ▢ Does the school provide work choices? or do the students have to find the jobs?

Questions About Academic Life

Admission Procedures (Selectivity)

- How many students apply to the school? How many are accepted? How many enroll?
- How are student folders read and evaluated?
- What relative weight is assigned to objective and subjective information? Numerical factors, such as GPA, class rank, and standardized tests? Subjective information, such as interviews, essays, presentation of special talents, and extracurricular activities?
- Are there quotas for in-state and out-of-state students? For specific geographic areas? For religious, economic, or ethnic groups? For legacies and contributors?
- How are AP and Achievement test scores used? For credit? For exemption? For placement?

Course Offerings

- What major fields of study are offered?
- How is each academic department ranked?
- To what degree are academic disciplines integrated within a coherent curriculum?
- What are the number and variety of distribution requirements?
 - ▢ What is the school's goal in requiring specific courses or areas of study?
 - ▢ If a core curriculum is required, do courses integrate academic disciplines?
- What is the relative level of difficulty in specific academic departments?
- How and when do students select an academic major?
 - ▢ Does each academic major broaden rather than restrict the student?
 - ▢ How are students advised within each academic major?

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- Can students select an academic major and retain flexibility to pursue career goals as well as explore other areas of knowledge?
- How difficult is it to change majors?
- To what degree does each academic department prepare students for economic, social, and technological change?
- What are the maximum and minimum number of courses students may take each semester?
- Does the school provide opportunities for students to enroll in courses offered by other colleges and universities?
 - Is the school part of a consortium?
 - How do students take advantage of classes offered elsewhere?
- Does the school offer a foreign study program? What are its requirements and/or limitations?
- Are undergraduate students encouraged to do independent research and self-directed study under the guidance of faculty mentors?
- Are students required to complete a thesis or senior seminar prior to graduation? If so, does the school state the purpose of the thesis or seminar? Is the purpose consistent with the school's stated mission and goals?
- Does the school provide opportunities for students to apply what they learn either in or out of the classroom?
- Does the school have a comprehensive, coherent plan for its computer system? How does the school decide on hardware and software? Is the system linked to an outside network? Who can use the school's computer system? Graduate students only? Underclassmen? Any student with ability, skill, and interest?
 - Are students required to own personal computers?
 - If not, is the number of terminals sufficient to accommodate students during peak periods?
 - Where are the computer terminals located in relation to other campus facilities?
 - What time does the computer laboratory open and close?
- What percentage of funds does the school allocate to its library collection? To the library building?
- How do students use library resources?
- Is there a sufficient number of copies of required readings and library seats during peak periods?
- Is sufficient laboratory space available to accommodate the students enrolled in laboratory courses?

Academic Atmosphere

- What is the level of competition at the school? Laid back? Cutthroat? What do enrolled students say about competition in classes? If the curriculum is highly rigorous, are you well prepared?
- Does the school have a coherent honors program?
- Does the school have an honors system? If so, how do students feel about it? Are standards enforced consistently? How?
- How does the school encourage creativity?

Faculty

- Who teaches undergraduates? Professors? Graduate assistants? Who teaches freshmen?
- What does the school expect of faculty? How does the school encourage and reward faculty?
 - What is the primary emphasis of the school? Scholarship? Research? Publications? How is good teaching encouraged? By student evaluations?
 - How does the school encourage professional growth?
 - What do students and faculty members say about the promotion and tenure system?
- What percentage of the faculty is parttime?
- When are most faculty members available for student conferences and discussions? Only during office hours? At home? By telephone? Are teachers visible in dining halls and student centers?
- What is the relationship between faculty and students?
 - Is the faculty warm and friendly? Is it aloof?
 - What opportunities exist for contact with faculty in your desired academic department?

Grading Policies

What grading system does the school use?

- A-F only? Pass/fail? Can the students go ungraded? Are there written evaluations?

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Time Structure (particularly important for students who prefer depth to scope of learning):

- Does the school operate on the semester system? Quarter system? Trimester system? What is the meaning of each of those terms?
- Does the school offer a minisemester, such as an intense 1-month term in January or May?
- How many classroom hours are required each semester to graduate in 4 years?

Questions About Student Life

Orientation Procedures

- How does the school acquaint freshmen with campus life, rules, and resources?
- Does the school hold a freshman convocation or have any procedure for celebrating the entrance of each new class?
- How do freshmen register for classes?
 - Do they meet with an advisor prior to registration?
 - How much assistance can they reasonably expect during the first year? If a student experiences severe academic difficulty, will an advisor call to offer assistance?

Social Structure

- To what degree does the school encourage students to share their talents with others? Are faculty and students encouraged to volunteer for community service projects both within and outside the school?
- To what degree do students participate in campus matters, particularly academic affairs?
 - Does the school provide a climate in which all individuals are encouraged to work toward shared objectives?
 - What provisions are made to ensure cooperation among students, faculty, and administrators?
- How does the school convey the prevailing rules system to students? Are the rules rigid? Loose?
 - Are the rules consistently enforced, and if so, how?
 - To what degree does the college tolerate student activism?
 - What is the policy on alcohol and substance use and abuse?

- What living arrangements does the college offer?
 - Are co-ed and single-sex dormitories available to all?
 - What is the policy regarding privacy versus open visitation?
 - What percentage of the students commute, and where do they live?
- Are dormitories used only for housing and socializing, or are they also used for educational purposes such as seminars and workshops?
- What are the explicit and implicit purposes of Greek life (sororities and fraternities)? How important are they to campus life?
- To what degree does the economic status of the student body influence campus life and/or activities?
 - Does everyone seem to look alike and act alike?
 - Do all students feel comfortable, regardless of life-style preference?

Campus Life-style

- How is the food on campus?
 - Is there a variety of student dining halls?
 - Does the food taste good?
 - Is the food good for you?
- To what degree does the school encourage nonacademic campus-wide activities that promote a sense of community?
 - What is the school's level of commitment to extracurricular activities?
 - What extracurricular activities exist? Literary? Athletic? Academic competitions such as College Bowl? Concerts and colloquia?
 - What organizations, clubs, and honor societies are available? For socializing? For career planning? For religious practice? For physical health?
 - Do faculty members attend these organizations on a regular basis?
 - Does the school offer planned events on most weekends? If so, what kind of events? Would you attend?
 - What provisions exist for student entertainment? On the campus? Off the campus? Is the school a party school?
 - How do the students spend their leisure time?

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- Campus Security
 - ▢ Are personal belongings safe if left unattended in dormitory rooms and classrooms?
 - ▢ What provisions are made to ensure student safety?
 - ▢ Is it safe and acceptable to walk from the library to the dormitory alone? If not, what provisions are offered to protect personal safety?
- Health
 - ▢ What provisions does the school offer to assist students with physical and mental health?
 - ▢ How is the student health center staffed? With nurses only? Is a physician on duty at all times?
 - ▢ How far is the nearest well-equipped hospital?
 - ▢ Does the student health service provide a comprehensive health education program and preventive medical advice? Does it provide help with stress? Assistance with personal health questions? Is personal counseling available? If so, what services are provided and what are the qualifications of the staff?
- Study skills
 - ▢ What facilities are available to students who want to improve their study skills?
 - ▢ Does the school offer instruction in different study skills in each academic area?
- Career Guidance
 - ▢ How does the school assist students in choosing a career? In getting a job? In selecting a graduate or professional school?
 - ▢ What are the school's most recent experiences in placing alumni in graduate schools, professional schools, or jobs?
 - ▢ Are internships and cooperative programs available in specific curricular areas?

Questions for Gifted Learning Disabled and Handicapped Students

- How does the school encourage special groups to enroll?
- What specific provisions exist for meeting the special academic, physical, and social needs of these students?
- What is the school's retention rate for special groups?

HOW COLLEGES EVALUATE APPLICANTS

To choose a list of five or six colleges that will meet your needs, you should know how colleges evaluate applicants. The following is an overview; for detailed information, consult your guidance counselor or the college of your choice.

Academic Performance

Every college looks first at a student's academic performance: the courses you took and the grades you earned in those courses. Many advanced courses are offered in sequence and require prerequisites. If your winter schedule is already demanding, think about taking some interesting courses during the summer. If you take out-of-school credit courses, it is *your* responsibility to make sure that transcripts are placed in your high school file or sent to the colleges to which you apply. If you take ungraded courses (for example, an adult education computer science or typing course), make sure the course is listed in your file.

Standardized Test Scores

Standardized tests (PSATs, SATs, ACTs, and Achievement tests) are the only objective way a college can compare you to a student in some other part of the country. Some colleges do not request these test scores because they believe that the tests have no predictive value; that is, their evidence suggests that your SAT or ACT score does not predict your future success at that college. However, some large universities screen a vast number of applicants by combining each student's SAT or ACT score with GPA and class rank. They may accept or eliminate applicants strictly on the basis of these numerical scores. If you are not a good test taker, make sure that your scores are not so low that you can be eliminated from consideration. Some students overemphasize SAT and ACT test scores. Avoid this mistake by keeping in mind the way the scores are used by the colleges to which you intend to apply.

Selective schools may emphasize Achievement test scores. Achievement tests are given once a year. You may take three tests each year. If you are taking a course in which you are doing quite well, consider taking an Achievement test if one is offered. *Do not wait until senior year:* You may forget what you have

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learned. In addition, you may want to take more than three Achievement tests, and, if you wait until senior year, this will be impossible.

Extracurricular Activities

After reviewing your academic performance and scores, admissions officers next look at your extracurricular activities: the way you spend your time when you are not in school. Colleges look for depth, commitment, initiative, and leadership—not for an exhaustive list. This does not mean that you have to hold an office in every club or be captain of every team. Admissions officers want to see whether or not you can pursue an activity and acquire expertise in it. They also look for evidence that you have shared your talents and expertise with others. Some students pursue solitary interests; they might be computer hackers, basement scientists, or midnight poets. Your particular interest will be easier to discuss if it is

documented in some way. You can avoid a last-minute flurry of activity by keeping a journal of your progress, keeping a notebook of your poems, entering a contest, or finding some method to convey to colleges that your interest in an activity did not begin and end when you realized you needed to list activities on your application. If you decide to document your interests by entering a contest, consult the list of competitions in this book.

Supporting Material

When highly selective colleges decide between two students who are academically on a par, the creative presentation of extracurricular activities, the quality of recommendations, the essay or personal statement, the interview, and other written material make a difference. If you want to write an effective essay, learn how to write openly and honestly about yourself.

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STUDENT QUESTIONNAIRE

Why Are You Going to College?*

Many colleges and universities offer a well-rounded education, an escape from home, and the time and opportunity to pursue abilities and interests. But if you take a closer look at why you are going to college, you will get a better idea of how selective you should be in your search. There are 25 statements listed below. Check off the 5 statements that *most accurately* describe your reasons for going to college. They are not listed in any particular order.

- | | |
|--|---|
| ☐ 1. To live in a different part of the country. | ☐ 13. To help me get a good job or career. |
| ☐ 2. To be exposed to new ideas. | ☐ 14. To meet people different from myself. |
| ☐ 3. To have a more interesting social life. | ☐ 15. To study and live abroad. |
| ☐ 4. To be near cultural activities. | ☐ 16. To take classes from renowned professors. |
| ☐ 5. To get practical experience in my chosen field. | ☐ 17. To develop my abilities, potential, talents, and interests. |
| ☐ 6. To prepare for a specific professional school (e.g., law, architecture, dentistry, or medicine). | ☐ 18. To participate in a special educational program. |
| ☐ 7. To get a solid liberal arts background. | ☐ 19. To be out on my own. |
| ☐ 8. To participate in athletic activities. | ☐ 20. To join in extracurricular activities. |
| ☐ 9. To be challenged academically. | ☐ 21. To earn a better living and life-style. |
| ☐ 10. To compete with others on my level. | ☐ 22. To satisfy my parents. |
| ☐ 11. To go to a high-status school. | ☐ 23. To go where my friends are going. |
| ☐ 12. To get specific vocational or career training. | ☐ 24. Because I have nothing better to do. |
| | ☐ 25. To have fun and not work too hard for the next 2 to 4 years. |

If you checked off numbers 2, 3, 8, 17, 19, 22, 24, or 25, almost any college can offer you the right opportunities. If you chose numbers 1, 4, 5, 7, 10, 12, 13, 14, 15, 18, 20, 21, or 22, you will have to be more selective. If numbers 6, 9, 11, or 16 were among your choices, you will have to look for a highly competitive and academically prestigious school.

*Contributed by Shirley Levin, College Bound, Inc.

TRAPS FOR STUDENTS TO AVOID

"I'm applying to college X because all my friends are/are not going there."

"There's only one college that's right for me."

"All colleges are the same, so why bother with all this work?"

"I'm going to college X because my father/mother/sister/brother went there (or wants me to go there)."

"College X is too expensive for me."

"I'm not applying there because I'll be rejected."

"If the one college I want doesn't want me, I'll be unhappy for the next 4 years."

Note. Contributed by Keith F. McLoughland, Dean of Admissions, Christopher Newport College, Newport News, Virginia.

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HINTS AND TIPS

If you have taken PSATs, SATs, ACTs, or any other standardized test, you may receive information from colleges sometime in the near future. The variety of information you receive can be confusing if you do not organize it in some way. In general, things are easier if you figure out a system. Any method will do, even if it seems haphazard. Your particular method is not important, as long as you are organized, your system is consistent, and you understand what you are doing. For example, you can construct a chart, set up a color-coded file, develop a computer data-base, or use any other system that will work for you.

The following rank-ordered list summarizes what most colleges look at when they evaluate applicants and choose the freshman class:

1. Objective information
 - Academic performance
 - Standardized test scores
2. Subjective information
 - extracurricular activities
 - presentation of credentials
 - supporting material, such as recommendations, an essay or personal statement, and a personal interview.

HOW TO WRITE FOR INFORMATION FROM COLLEGES

Director of Admissions
College of Your Choice
Address

Dear Sir:

I am a student at _____ High School in (city and state). I plan to graduate in June of 19____. My social security number is _____. Please send me a copy of your latest college catalog and an application form. I also would like to receive forms for all types of financial aid. I am considering majoring in _____, am also interested in _____, and would appreciate any information about these concentrations.

Thank you very much for your assistance. I look forward to hearing from you soon.

Sincerely,
Your Name

HOW TO CHOOSE A COLLEGE*

1. **Good decisions require good decision-making skills and good information.** Two categories of good information are required:
 - Information about yourself.
 - Information about the world of choices.
2. **Information about yourself should include:**
 - Academic experiences and interests. (Note: The stronger your academic preparation, the broader will be your range of options.)
 - Extracurricular experiences and interests.
 - Personal values, attitudes, aptitudes, interests, goals, and finances.
3. **Information about yourself will permit you to list the characteristics you want in a college.** These should include the college's: Location, Type, Type by sex, Size, Social life, Academic environment, Campus environment, Religious affiliation, Student activities, Programs offered, Special programs, Caliber of students, Cost, Athletics, Financial aid, Housing, Calendar, Others.
4. **Information about the world of choices comes from several sources:**
 - Start with your guidance office.
 - Become familiar with college guides and videotapes.
 - Collect literature from college fairs.
 - Obtain literature from your top 15 to 20 choices.
 - Narrow your options to 5 to 10 colleges.
 - Visit campuses and meet with admissions personnel, faculty, students, and others. Ask tough analytical questions.
 - Narrow your choices again if you desire. These are the schools to which you should apply.

*Contributed by: Keith F. McLoughland, Dean of Admissions, Christopher Newport College, Newport News, Virginia.

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6. The Application Process: What Have I Got That They Want?

Chapter 4 discussed ways that students can learn about themselves. Chapter 5 discussed how students can learn about colleges. Chapter 6 completes the college-matching process by moving to the final step: the application process. The application process is discussed from two points of view: that of the multidimensional gifted student, who may be able to make rational choices but whose options are infinite; and that of the admissions officer, who may have to select the freshman class from a wide range of highly qualified applicants. We begin with a look at the application and the process by which candidates are evaluated. But first, some cautionary notes may be useful.

Some gifted students are drawn to the most selective colleges and universities. Any student planning to apply to a highly selective school must understand two things: there is no such thing as *the perfect school* and the way he or she addresses the application process may be the critical factor determining acceptance or rejection. If a student chooses to apply to a highly selective college, the earlier information about this process is available, the better the student and his or her family and guidance counselor can plan an application strategy. (This does not, of course, mean that gifted students should plan high school courses and extracurricular activities just to conform with college admissions policies.)

Some gifted students may suddenly decide to accelerate and apply to college prior to senior year. When a student makes this decision, guidance counselors, teachers, and parents should assess the student's ability to live away from the family, establish social relationships in college, and set

long-term goals. This assessment will determine whether or not the student is emotionally as well as intellectually ready for college. Some students need to be strongly encouraged to remain in high school through the senior year.

When gifted students decide to apply to highly selective or selective colleges, they may have to be led through the application process. They may not understand the importance of documenting activities. *Do not assume that because a student is gifted, the student will understand the college application process.*

Counselors and parents who are willing to act as student advocates may find that some gifted students need additional support during college. The transition from high school to college to career may be difficult.

A LOOK AT THE APPLICATION

Two kinds of information are required on the typical college application form:

1. Objective information including biographical data, information on academic performance, standardized test scores such as SATs or ACTs, Achievement test scores, AP exam grades, and additional numerical information.
2. Subjective information including extracurricular activities, recommendations, essay and/or personal statement, and a personal interview.

One of the first things a student needs to know is that when the academic credentials of two applicants are roughly equal, subjective information and the

student's method of presentation become deciding factors. (Sometimes a student's geographic location or ethnic origin can tip the balance in favor of or against acceptance.)

Students should also understand the following:

- Recommendations from adult leaders of special programs in which they participated during 9th, 10th, and 11th grades should be obtained upon completion of the activity and placed in the student's file for possible use at a later time.
- Transcripts from out-of-school courses should be obtained upon completion of the courses and placed in the student's file; course descriptions should be included also.
- Colleges look favorably upon transcripts showing increasing academic rigor during 4 years of high school. A quirk in the transcript (for example, an atypical course or low grade in an academic course) should be accompanied by an explanation, particularly if the event occurs during 11th or 12th grade. An example of a situation requiring explanation is a period of illness during which a student falls far behind in his or her work and receives a poor or failing grade. Explanations are also useful if a student experiences family problems, overcomes difficulties, or maintains grades in spite of difficulties. The student should address these situations in an essay or personal statement.
- Depth and scope of extracurricular activity are preferred to a "laundry list" of activities. Colleges are particularly interested in a student's initiative, leadership ability, and indication of community service.
- The parts of the application should fit together to provide a common theme. Recommendations should support and be consistent with both the academic record and what the student says about himself or herself. Again, any quirk should be explained. For example, high SAT scores combined with a relatively low GPA provide an inconsistent picture of an applicant; they may suggest a problem (e.g., high ability but low motivation) to an admissions officer.
- Documentation of activities may be critical. To document activities, students may, for example, enter a contest, submit work for publication, keep a scientific journal, or keep a notebook of artistic works. National contests are listed in the appendix. The following examples illustrate ways of documenting interests and proficiency.

Joan. Joan was a capable, academically successful student who aspired to a highly competitive college. At an early age she became interested in race walking. She spent her leisure time perfecting this skill, but it never occurred to her to document her interest. Her counselor discovered Joan's interest and suggested that she enter a race-walking competition. Much to Joan's surprise, she placed 25th in a regional competition. The contest added another dimension to her leisure interest and gave her an edge in the college application process.

John. John was a mathematically gifted student, but his grades were average because he spent most of his time creating and constructing puzzles of every variety imaginable. John explained his interest in a personal statement attached to his application and submitted a puzzle with the application. His puzzle consisted of some wood strips and a question. He asked whether or not anyone could construct a kinetic geometric model showing the "interpenetration and duality of the cube and the octahedron." He did not include the solution. The admissions officer contacted John to ask him how to solve the puzzle.

Counselors and parents may find that gifted students suddenly decide to apply to a particular college and have not sent for the application. In such a case, the Common Application shown in Appendix 6 may meet the needs of the student.

HOW CANDIDATES ARE EVALUATED: A GUIDANCE WORKSHOP MODEL

The following scene typifies an admissions office at a highly selective college or university.

The admissions counselor is sitting at his desk, which is piled high with application folders. He has read 40 applications today. It is now 10 p.m., and he would like to go home. Instead, he takes the next folder off the pile and reviews it as always, with no knowledge of the student—what the student is like, what the student has accomplished, what the student hopes to achieve, and what the student can contribute to the university or college. The admissions officer may spend no more than 5 or 10 minutes looking at the application during this first reading. (*Caution:* In some instances, initial reviews are performed by

computers that are programmed to eliminate students who do not meet specific numerical criteria. This process is a distinct disadvantage to a gifted student whose academic credentials—GPA, class rank, or standardized test scores—are not reflective of the student's ability and potential.)

The admissions officer will first look at the name of the student's school district to see whether he is familiar with the quality of the education provided there. He will then look at the secondary or high school profile and finally will check the student's academic performance. He follows this pattern because when a college accepts a student it gambles on the student's chances of succeeding at the school. A student who performs consistently well all through high school is a much lower risk than one whose performance has been erratic. Even though a student's record may identify him or her as gifted (or enrolled in a special program), colleges will evaluate the student's credentials in the same manner as those of all other students.

What Do They Look For?

Academic Performance

1. *Grade point average and class rank.* How good are the student's grades, and where does the student stand compared to his or her classmates?
2. *Academic rigor.* Is there evidence of superior ability in the form of honors, GT, or Advanced Placement (AP) courses? (Some colleges ignore honors or GT classes because they are of unknown quality.) Students should be alert to the difference between state academic requirements for high school graduation and requirements for admission to a selective college. The most selective colleges are interested in evidence of high motivation and achievement; that is, high grades in very demanding courses. Advanced Placement (AP) courses, if available in the student's high school, demonstrate that the student is capable of performing at a high level of academic proficiency.

Academic rigor consists of the following elements:

- *Depth* in areas such as foreign languages and mathematics. Studying one language for 6 years is better than studying two languages for 3 years.
- *Quality.* Did the student take four or five major subjects each year (English, mathematics, science, history, language) or a variety of nonacademic or elective courses (e.g., business law,

fashion merchandising, gourmet foods, study hall). Course descriptions should reflect the rigor of each course. If a high school does not include course descriptions with college applications and course titles do not accurately reflect quality, the student or counselor should attach an explanation to the transcript.

- *Balance.* Did the student take a broad curriculum (mathematics and science, history, and English courses) or concentrate too heavily in one area?
- *Trends.* Are the student's grades gradually improving or growing weaker each year? Recent performance is the most important indicator of the student's current level of ability and motivation.

One dean of admissions, when asked whether he would prefer to see a C in calculus or an A in a less rigorous course, replied "An A in calculus. If, however, the student takes rigorous courses in other disciplines, a C in calculus is better than a higher grade in a relatively easy mathematics course."

Advanced Placement (AP) Courses or Credit. The Advanced Placement program, sponsored by the College Board, offers students the opportunity to broaden their depth and scope of learning in 15 subjects, pursue college-level studies while still enrolled in secondary school, and thus demonstrate their ability to handle college-level work. Students may elect to take AP examinations, and, depending on results, they may receive advanced placement, credit, or both when they enter college. If the student chooses not to take AP examinations, earning a high grade in an AP course is still considered evidence of superior ability. If a student has taken AP examinations to earn college credit, it is the student's responsibility—not the high school's—to see that the scores and transcripts are sent to colleges.

AP grades of 3, 4, or 5 may be accepted for exemption from required freshman courses and/or granting of college credit. Students should be cautioned to check a school's AP policy. They should not just assume that they will receive transcript credit.

Standardized Test Scores. Standardized test scores (PSAT, SAT, ACT, etc.) supplement high school transcripts and permit an admissions officer to compare all applicants against a similar standard. These tests share a common characteristic: They are timed, multiple-choice tests. They test a narrow range of ability: quick response time to multiple-choice questions. They do not provide a demonstration of a

student's analytical reasoning, insight, or ability to argue the merits of both sides of an issue. Some colleges minimize or eliminate the use of these scores. However, others use them to verify the student's academic potential. (See the glossary for more specific information.)

Achievement Tests. Achievement tests, designed to measure the extent and depth of a student's knowledge in a particular subject, are required by many colleges. Some colleges believe that Achievement test scores are a better indicator of a student's knowledge than SATs, ACTs, or other standardized test scores. Achievement test scores may be used for student placement. (See the glossary for more specific information.)

Extracurricular Activities. The admissions officer might place some student applications in a rejection file because the students' academic credentials do not indicate future success at the school in question. But then, faced with a pile of acceptable applicants, the admissions officer picks a folder and says, "What makes you so special? Why should I accept you?" He is going to try to determine how the applicant spends his or her time outside the classroom and what these activities say about the applicant.

Most selective colleges ask students to list, describe, and sometimes comment on the significance of their extracurricular activities. They are interested in depth of commitment, personal initiative, originality, leadership ability, and evidence of a social conscience. An applicant does not need an exhaustive list to have an impact. In fact, membership in several student organizations is less impressive than a major contribution to one organization or activity. Well-rounded activities indicate a student's interest in a variety of endeavors, but intense concentration in one area, if properly documented, or participation in an athletic endeavor accompanied by a statement regarding its significance is just as impressive.

For example, a student admitted to a highly selective college, when asked on the college application to "describe the importance of a sport or sports to you and discuss what you feel you've gained from participation in sports," replied, in part, with the following statement:

It was very important for me to get involved in sports when I started high school. I was short for my age and somewhat shy. To be part of a team and to get to know and trust your teammates at a time when you need all the

friends you can get was invaluable. As a freshman, making the freshman basketball team really helped me fit in and feel comfortable in high school. I discovered you don't have to be the team superstar to make being there worthwhile. At fourteen, I was only 5'2" and saw very little court time, but it was probably more rewarding for me to be there than my taller teammates and to have accomplished my pre-season goal of making the team. I was certainly the shortest one trying out for the team that year, and I was very nervous, yet I never gave up and I never stopped hustling. Making the team that year gave me the confidence to do other things that made me nervous.

The rest of the student's statement briefly described the frustrations, trials, and tribulations encountered through 4 years of high school athletics and clearly indicated what he learned from his years of participation in different sports. Additional personal statements in his application indicated that the student was a successful problem solver.

Technology has introduced a new dimension to documenting extracurricular activities. Applicants can produce autobiographical videotapes illustrating their skills and abilities. However, a videotape is effective only if it demonstrates an aspect of the student's ability that cannot be demonstrated in any other way and relates to the student's ability to perform in college. A videotape does not necessarily demonstrate the capacity to be original and creative; it is a means to an end rather than an end in itself. A couple of examples illustrate the point.

Gregg. Gregg is an expert windsurfer. The admissions office receives a professional-quality videotape showing Gregg successfully navigating his way through relatively difficult surf. Although interesting, the videotape will probably have little impact on the deliberations of the admissions committee. If, however, Gregg adds a narrative describing the way windsurfing relates to his interest in physics, he will provide necessary meaning to his interest and credentials.

Jill. Jill's primary strength is her sense of humor and natural artistic ability. She is often bored in class and draws satirical cartoons while teachers lecture. When Jill applies to selective colleges, she capitalizes on her abilities by producing an animated cartoon videotape. Her

theme, school politics, casts some of her teachers in a rather poor light, but reflects her ability to use technology effectively and her ability to cope with some negative educational experiences through her sense of humor. Counselor recommendations provide consistency by discussing Jill's sense of humor and ability to deal with diverse situations.

Because Jill has chosen an appropriate college, the admissions officer is able to understand her experiences and her sense of humor as portrayed on the videotape. He predicts that she will blossom in his university environment. The admissions committee is impressed with Jill's honesty and creativity. The submission of the videotape, then, makes a difference.

Submitting material that provides evidence of talent can be tricky. Admissions officers are flooded with tapes, portfolios, and home-baked bread. During a personal interview, students should ask whether or not the college will accept supplementary material and how they can best present extracurricular activities and special talents. Any method that demonstrates the student's ability to perform in college and adds substance and consistency to the application is desirable.

When the student, guidance counselor, and parents agree to send supporting material, care must be taken in the presentation of that material, namely,

- Send evidence, not testimony.
- Submit the best work in a concise form. Keep it short and to the point.
- Be sure that the supplementary material adds something to the application that cannot be illustrated in any other way, and that it demonstrates, in some way, the student's ability to succeed at the school. This does not mean that a student should submit a Spartan application; it simply means that evaluation and informed judgment should guide the presentation of material.

Community Service. Admissions officers know that an altruistic student, one who contributes to community life without regard for compensation, is more likely to contribute to college life, be academically successful, and form a long-term attachment to the college or university. From the perspective of every college, community contribution means activities that benefit others who are enrolled at the school. One example is a talent in a particular sport in which the

student participates competitively and coaches young children after school. (In such a case, a letter of recommendation from the person who supervised the student's coaching should be in the applicant's folder.) Another example might be contributing expertise in developing computer programs; the student may have shared this talent by writing programs that helped a social agency save some money. (In this case, a letter of recommendation from the agency director or treasurer should be in the file.) Evidence of an applicant's social conscience is particularly important to a college admissions officer.

Information on videotape submissions is supported by an interview with Dr. G. Gary Ripple, Dean of Admissions, College of William and Mary, Williamsburg, Virginia.

Information on the college application was provided by Shirley Levin, College Bound, Inc., Rockville, Maryland.

Additional Reading

de Oliveira, P., & Cohen, S. (1983). *Getting in*. This book includes a number of different strategies to assist students who are applying to highly selective colleges; written in an informal easy to read style. Published by Workman Publishing Co., Inc., 1 West 39th Street, New York, NY 10018.

Ripple, G. G. (1986). *Do it—write: How to prepare a great college application*. Tips from the Dean of Admissions, College of William and Mary, on writing an essay that will stand out, and help in preparing an application that will present the student as a qualified applicant. Published by Octameron Associates, P.O. Box 3437, Alexandria, VA 22302.

SATs: HINTS, TIPS, AND RESOURCES

What do SAT preparatory courses have to do with gifted students? The College Board says, "The SAT measures *developed* verbal and mathematical reasoning abilities . . . Short term drills and cramming are likely to have little effect . . . Your abilities are related to the time and effort spent" (*Taking the SAT*, p. 4). On that basis, many gifted students are already well prepared for their SATs. They take challenging courses and generally do extensive outside reading, the best preparation possible for the exam.

Despite claims to the contrary, however, evidence gathered over the past 10 years suggests that SAT

scores can be raised significantly through careful preparation. As educators have become more knowledgeable about the SAT and copies of the tests have become readily available, sophisticated preparatory programs have appeared.

To Prep or Not to Prep

Some gifted students have strong mathematical talents and weaker verbal skills, while others have just the reverse. Both of these types of students may score well on one side of the test but poorly on the other. Thus, they may need help to raise their scores in the weaker area.

Many gifted students are highly competitive and hate to leave an answer blank on a test. But there is a 1/4- or 1/3-point penalty for incorrect answers on the SAT, so in some cases it is better to leave a blank. One technique for improving scores is to learn when to stop answering.

Some gifted students are highly creative. However, the same characteristic that makes gifted students creative problem solvers may cause difficulty when the student has to choose exactly one correct answer. Gifted students find reasons why more than one answer could be correct. For example, in a well-publicized case, a student solved a mathematical problem by placing one solid figure inside another, instead of abutting two sides. Since the figures were pyramids, his answer made better sense than the one prescribed.

Many small- to medium-sized private colleges offer scholarships on the basis of SAT scores. These colleges are listed in *The A's and B's: Your Guide to Academic Scholarships* (Leider & Leider, 1988). In addition, some colleges offer high school students the opportunity to replace high school English courses with college-level courses based on their SAT scores. High school credit for the college course should be arranged in advance with the school.

Some students prepare for the SAT to overcome test anxiety. Practice can help because pages of the test will then look familiar and the student will not have to read every word of the instructions. If the student takes supervised practice tests and sees his or her scores rise over a period of time, a positive attitude will develop.

Should gifted students prepare for the PSAT? Students are generally advised to take the PSAT without advance preparation. Their scores will help them decide whether or not they should prepare for the SAT. However, there are two instances when preparing for the PSAT could be beneficial. If a

student is an anxious test taker, poor performance on the PSAT could increase that anxiety when the time comes to take the SAT. Also, if a student is strong in mathematics and weak in verbal skills, then since the selectivity index for National Merit Scholars is found by doubling the verbal score and adding the mathematical score, advance preparation may be very beneficial. In a state where the cutoff point for Merit Scholars is around 199, a student scoring 75 on verbal skills and 50 on mathematical ones may be eligible, while a student scoring 50 on verbal and 75 on mathematical skills may not be eligible.

Recommended Resources

Taking the SAT, a free booklet available at career centers or guidance offices, contains a recent test as well as information about each type of question on the test. It also includes an answer sheet, correct answers, a score sheet, and instructions for converting raw scores to scale scores. A supervised administration of this test will be a good indicator of what scores the student will get on the SAT.

10 SATs or 5 SATs, published by the College Board, are sets of past tests which should be used in conjunction with self-help books. The most recent 5 SATs is always more recent than the newest 10 SATs. 5 SATs is usually available only from the College Board, but it may occasionally be found in guidance offices. 10 SATs can be purchased at most bookstores. Students preparing for the SATs should not take the practice tests found in the self-help books. There are subtle differences between these tests and the real SAT. Always use the most recent test available.

Cracking the System, published by Princeton Review, is breezy, unconventional, and excellent in technique. Recent editions are acceptable for a student who is willing to work at it. 10 SATs should be used to monitor progress.

Peterson's SAT Success offers an 18-week plan, a 9-week plan, and a panic plan. The vocabulary section, based on roots and prefixes, is very good, and the mathematics section provides a comprehensive review. Explanations are clear, and good reinforcement exercises are included in all sections.

Complete Preparation for the SAT, published by Harcourt, Brace, Jovanovich, includes a study plan for 6 weeks or more, one for 2 to 5 weeks, and another for less than 2 weeks. The vocabulary section is based on roots, and the mathematical section covers much of what is actually on the test. Editions from 1986 or later should be used.

Preparation for the SAT, published by Lovejoy, includes a good vocabulary section and a good mathematical review, but is weaker than *Peterson's* in reading comprehension.

Strategies for the SAT, by Gary Gruber, is particularly helpful when used in conjunction with 10 SATs.

If you are thinking of purchasing an SAT computer software program, compare the cost of the program with the services provided: the program may not be worth the price. Peterson's and Barron's publish computer programs; Houghton Mifflin publishes a program that is available only in IBM format and is not readily available at bookstores and software outlets.

There are many preparatory courses, ranging in price from under \$200 to almost \$600. According to David Owen, to evaluate an SAT prep course, you should ask the following questions:

- Are actual SATs used in the course?
- Are students held accountable for homework?
- Are content and techniques both treated?
- Who teaches the course?

The strength of the teaching staff and the motivation of the student make a huge difference. Teachers need to be a combination of coach and cheerleader, as well as being knowledgeable about content and technique. The student needs to know why he or she is there and must be willing to put in the daily time required to succeed. Career centers and guidance departments at high schools usually have lists and/or applications and may make recommendations. Talk to students who have taken such courses for first-hand information.

What kind of improvement can you expect? Most program directors will quote averages for their courses. Very low and very high scores tend to increase less than those in the middle. Better scorers tend to make their greatest increases early in a course, since content is not as big a factor for them as technique. Some "prepped" students will go down rather than up, although that is rare. Other students will go up 50 to 100 points with no prepping between tests. If students are tested regularly during the course in actual SATs, progress can be noted.

SATs: Hints, Tips, and Resources was contributed by Sandra D. Martin, Career Center Coordinator, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Virginia.

PERSONAL RECOMMENDATIONS

Effective recommendations answer the question, "What can you tell us about this student that will help us make a decision?" Counselors, teachers, and others should provide testimony and evidence that distinguishes a particular student from other equally intelligent and qualified candidates and creates a complete and credible picture of the student in the mind of an admissions officer.

In some cases, a recommendation can be used to explain quirks in the student's transcript. The following example illustrates this point.

Lisa. Lisa was identified as gifted in elementary school. When she entered ninth grade, she was assigned to rigorous courses and earned A's and B's. Her sophomore year yielded the same results. When Lisa reached 11th grade, teacher expectations changed. As a result, Lisa's midsemester grades in two academic courses were C and D. Lisa talked with her parents and decided to confront the problem with private tutoring and extra study. She also dropped out of some extracurricular activities. By the end of 11th grade, she earned Bs in both subjects. When Lisa applied to selective colleges, her counselor wrote a recommendation that explained how Lisa overcame her problem. A teacher recommendation presented a picture of a highly gifted student who, when confronted with a problem, faced the situation realistically, set goals, and accomplished her mission.

Counselor Recommendations. The following guidelines may be used by counselors to collect information from students. Students should be instructed to answer only the questions that will assist the counselor in writing a recommendation. Using an adjective that describes the student is an alternative method. For example, if a student has overcome problems and difficulties, you might use "resolute," "invincible," or "undaunted." Table 3-1 on page 18 can aid in locating ways that a student's characteristics are an asset and/or liability. Provide anecdotal evidence to illustrate your point.

Most colleges provide standard forms for evaluations. Make sure that your letter of recommendation contains all the information requested.

Guidelines for Writing a Counselor Recommendation. Counselor recommendations are most effective when

they are specific and say what the student does that reflects

- intellectual ability and growth
- depth and breadth of extracurricular involvement
- personal characteristics such as initiative, creativity, and leadership capacity
- generosity of spirit

The following questions may be useful to collect information from students. Counselors may find that the answer to one or more questions provides raw material for the student's essay.

Intellectual and Academic Development

1. To what extent have you taken advantage of academic choices available to you?
2. What course was the most difficult for you, and why? Why did you take that course?
3. How many nonrequired books do you read in a typical month? Year?
What type of nonrequired reading do you enjoy, and why?
Who is your favorite literary character, and why?
4. What else can you think of that has influenced your thinking?
A particular movie?
A cultural event?
An academic competition?
A particular teacher?
A particular mentor?
Travel?
A summer experience?
5. Have you taken any academic courses that may not be listed on your transcript? When and where?
6. Are you involved in any artistic/creative activity or intellectual pursuit that is not reflected in your folder? For example, are you
A basement scientist?
A computer hacker?
A midnight poet?
A composer of music or song lyrics?
A puzzle creator?
A photographer?
Do you have samples of your work?

Extracurricular Activities

7. List the extracurricular activities you have been involved in. Describe the length of time, depth, and breadth of your involvement. Can you rank your activities according to importance?

8. Have you received any prizes or honors?
9. What positions of leadership have you held? Can you explain your methods of leadership? How did you get results? Did you command? Cajole? Ask?
10. What have you gained from your extracurricular activity? How has it influenced your life?
11. Have you participated in any volunteer activity where you shared your talents? Where and when?

Personal Information

12. Have you had to overcome any problems, difficulties, or handicaps? If so, how did you overcome the problem and what motivated you?
13. How much free time do you have each day and week, and how do you use free time?
14. How hard have you had to work to achieve your accomplishments?
15. How academically well prepared are you for college? How emotionally well prepared? Do you feel prepared for the independence available on most college campuses?
16. What makes you unique as compared to your friends?
17. What do you see as the major problem in the United States today? In your state? In your high school? Can you make suggestions as to how to solve any of these problems?
18. What do you see yourself doing in 20 years? In 10 years? In 5 years? In 6 months?

Teacher Recommendations. Students should be provided with the following instructions for securing strong recommendations.

- Ask teachers and others well in advance of the deadline, at least 2 or 3 weeks ahead. Inform the person of the deadline.
- Ask teachers and others who know you well. If a person agrees to write a recommendation, make an appointment to explain your college plans.
- Provide teachers and others with stamped, addressed envelopes.
- Be sure to thank the person and keep him or her informed of the colleges' decisions.

Guidelines for Writing a Teacher Recommendation. The following guidelines may be used by teachers when students ask for recommendations.

Most colleges provide standard forms for evaluations. If you decide not to use a form, make sure

that your letter of recommendation contains all the information requested.

Teacher recommendations are most effective when they say what the student does that reflects the student's intellectual ability and growth, creativity, and generosity of spirit.

1. Be specific. Support each statement with examples, descriptions of projects or presentations, and/or quotations from the student's writing.
2. Use carefully thought-out language, avoiding clichés, stock phrases, overgeneralizations, ambiguities, and exaggerations that may diminish your future credibility.
3. If the student has received an honor or award in your subject area, explain the nature and significance of the award.
4. Keep in mind the student's choice of school and academic program.
5. Some very selective colleges ask you to compare the student you are writing about with other students whom you have recommended in the past. Consider limiting the number of recommendations to such a school to two or three per year. You might suggest to the student that another teacher write the recommendation if yours, under the conditions of comparison, will be less favorable.

Sample Teacher Recommendation

To Whom it May Concern:

_____ is, without doubt, one of the most brilliant students I have ever had the pleasure of knowing. What is so extraordinary about her career here at _____ High School is not just her distinguished performance, but her mastery of a challenging curriculum two years ahead of her classmates. Such precocity is uncommon in the field of English.

In the two years that I have taught her, _____ has demonstrated an intellectual maturity belying her age. As an eleventh grader, when she was 15 years old, she excelled in my Advanced Placement (12th grade) English class for the gifted and talented. During that year her writing developed swiftly and consistently. Always one to seek the most difficult challenge, _____ wrote critical essays on works by authors such as William Faulkner and Thomas Mann with an understanding and expressiveness that

touched the core of her subjects. Like a true writer, she drives herself, revising and polishing, always measuring her own achievement against that of the best writers—professional novelists, critics, and lately, poets. _____ frequently questions her own abilities, but, happily, this questioning leads her to new levels of artistic and intellectual activity. Her internal urge to perfect, her keen sense of form, and her unfailing imagination have enabled her to produce outstanding works in both literary analysis and fiction. _____'s short story, "The Tenth Tape," appeared in last year's literary arts magazine. One of my colleagues, having read the story, found it to be as absorbing as a "real story by an adult." It came as no surprise that _____ received the highest score (5) on the AP English examination.

This year _____ is my student in an independent study course, one which I designed especially for her as a sequel to the AP English course. It is exciting to participate in her continuous growth as an intellect and scholar. Thriving in an environment that allows her to set her own challenges, she pursues ideas with a rigor and scholarship that are enviable. In her most recent essay, on Virginia Woolf's *The Waves*, for example, she has presented a powerfully persuasive argument against critic James Naremore's contention that the work is a failure, stifling in effect and almost drowning the reader in language. _____ develops a countercriticism suggesting that, to the contrary, Woolf's language corresponds organically to the point she is making.

In my Creative Writing course, which _____ is taking electively, she seems to have discovered "her own voice." Her narratives, in unaffected, rhythmic prose, engage the reader and spark the imagination; her dialogues resonate with the natural sounds of speech. She can be intensely moving without any hint of sentimentality. Her artist's ear for sound and language has lead her, perhaps inevitably, to write poetry. _____'s poems are impressive in their originality and craftsmanship. She has excellent control over rhythm and imagery, weaving lines like the following (from the middle of a surrealistic poem still in the draft stage):

. . . Mr. McGuire smiles at me/I see in
his wide wet mouth/the spaces where
his teeth once were/and try to run./My

feet are caught in the vines, stuck/in
thorny loops, and the cucumbers bulge/
like popping green fish-eyes/turning
toward me in the wind . . .

Despite the effort _____ puts into her creative and scholarly work, she still finds time to help others (she is the ideal student tutor: gentle, patient, and often funny) and to participate in extra curricular activities. She is an invaluable member of the English Team, the layout editor of the school newspaper, and the literary editor of the literary arts magazine, for which I am the advisor. We all enjoy working with _____ and know we can always count on her good judgment and imagination.

_____ is a wonderful combination of ingenuousness and brilliance. I admire her integrity, self-discipline, and generosity of spirit. She has my highest recommendation for admission to your university.

Signature
Title

Guidelines for Writing a Teacher Recommendation and sample teacher recommendation were contributed by Bernis von zur Muehlen, James Madison High School, Fairfax County Public Schools, Virginia.

THE COLLEGE INTERVIEW

Most students waste the interview—they don't prepare. They walk into my office and wait for something to happen. For these students, the interview is not a selection factor.

Dean of Admissions
College of William and Mary

Students need to learn how to use the interview. The standard advice offered by well-intentioned people is "Be yourself," but that is much too general for gifted students; they think of too many alternatives. Gifted students may deal with general advice by focusing on one factor, such as how to dress for the interview, and then respond by swinging from one extreme to another. Some students will arrive in a sweatshirt and ragged jeans, others in a brand new suit or dress. In either case, the student may be out of character and feel and look quite uncomfortable.

Prior to an interview, students can review and discuss the list of questions presented in Chapter 5. An interview practice session where students role-play an admissions officer and an applicant is an ideal

way to demonstrate this part of the application process. Students should decide which questions are important; however, they should be made aware that certain types of questions are valued by highly selective colleges. The factors that are important to each student will determine the degree to which the college interview provides information that results in a match. For example, a student may ask, "What are the most recent experiences your college has had in placing graduates in jobs, professional schools, or graduate schools?" If an admissions officer values that type of question and provides an adequate answer (one that goes beyond information provided in the guides), the student will acquire valuable information and the admissions officer will have insight into what this student wants from a college.

Guidelines for an effective interview are presented shortly, but guidelines and discussion should never program a student to ask specific questions or answer questions in a specific way. Admissions officers recognize and value spontaneity. Consider, for example, the following two actual cases:

Karen. During an interview, Karen noticed that her interviewer had a partially completed crossword puzzle on her desk. Karen mentioned the puzzle, and a conversation about their shared passion for puzzles followed. Karen recommended that the admissions officer subscribe to *Games* magazine. When she returned home, Karen wrote a thank-you note to the admissions officer, asking if she had sent in a subscription to *Games* magazine.

Sheila. Following an interview during which it snowed heavily, Sheila found that her car was snowed in and immovable. She returned to the admissions office, where she and the admissions officer had a brief, humorous discussion about unexpected snowfalls. Sheila and the admissions officer solved the problem by convincing a campus security officer to help get the car to a relatively passable road. Following the interview she wrote a thank-you note to the admissions officer and added that she now carried a shovel and sand in her car to help her out of snowdrifts.

Most of the suggestions listed in the guidelines that follow are general in nature. However, counselors can assign groups of students to rehearse scenarios in

which the principles are followed for specific colleges. Again, discussions should never program students.

Guidelines for an Effective Interview

- Approach the interview with this in mind: You are about to invest thousands of dollars and 4 years of your life in an institution that may shape your values and career plans. What can you do during an interview to help you make the best decision about that investment and your future? If you do decide to invest in that institution, what information can you provide that will convince them to accept you?
- If you are really interested in a selective college, research the institution thoroughly. Approach the interview as an opportunity to share information. Be prepared.
- Construct an agenda that asks questions that cannot be answered by reading college catalogs; for example, ask what percentage of the freshman class returns for sophomore year, or, if students do not return, does the college know why? Do not ask how many books are in the library. There are more than you can read.
- Construct an agenda that will answer the personal question "What does this institution offer that will assist me in reaching my goals?"
- Answer the interviewer's questions honestly. Prepare and rehearse, but don't overprogram yourself.
- Be prepared to present information about yourself that is not visible in your written application and supporting material. Remember, the admissions committee is struggling to decide the question, "Which of these highly qualified applicants shall we admit, and which must we deny?"

- Write down your interviewer's name: write a thank-you note as soon as you return home.

Some Questions You May Be Asked

- Why do you want to go to this college?
- What do you want to know about this college?
- What have you read lately?
- Are there any particular subjects or authors you enjoy?
- How did you spend last summer?
- What has been important to you in high school?
- What do you consider to be your major strength? Weakness?
- Do you know what area you want to concentrate on in college? Why did you choose this particular area?
- During your free time at this school, in what activities might you participate?

Some Questions You May Want to Ask

- What do you consider to be your outstanding departments?
- Can you take courses for credit in areas such as music or art if you are not going to major in them?
- At a university with a graduate school, you might want to ask: If I were in a preprofessional program here at your school, would it improve my chances of being admitted to your graduate school?
- Are there any opportunities to earn money on campus?
- Do you have an honor system here? Are faculty members and students satisfied with the system?

Note. Information on the interview is supported by workshops presented to the Fairfax County Association for the Gifted, a parent advocacy group, by Dr. G. Gary Ripple, Dean of Admissions, College of William and Mary, Williamsburg, Virginia

Questions You May Be Asked and Questions You May Want to Ask were contributed by Shirley Levin, College Bound, Inc., Rockville, Maryland.

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THE COLLEGE APPLICATION ESSAY

The essay is the bane of every high school senior's college application. Some students refuse to consider colleges where they might be extremely happy because an essay is required. Some students write their essays the night before the deadline; others spend weeks writing and rewriting. Only the college application deadline puts an end to the agony. Students with prior experience in writing will find that writing an autobiographical essay is a growth-promoting experience—*after* they overcome the anxiety produced by a series of open-ended, sometimes deceptively challenging questions such as "Tell us something about yourself that is not reflected in your application folder" or "Discuss your academic and professional goals."

A student may have earned straight A's in a highly rigorous academic program, have earned more than adequate SAT or ACT scores, and have a social conscience and participate in many community activities, but still feel uneasy at the thought of outlining his or her academic and professional goals. How does one "evaluate a personal or educational experience" that has been "a major factor" in one's getting old enough to apply to college? Given the age of most high school seniors, it is not surprising that some feel uncomfortable. Highly analytical and other gifted students may ask, "What does this question have to do with my ability to succeed in and contribute to that school?" The more competitive colleges, however, require essays, detailed written analyses of extracurricular activities, and/or personal statements. They are asking the question, "Who are you?" Students should be instructed to answer all questions, but particularly the one that reads "What can you tell us about yourself that we have not asked?" If a student takes the time to write an answer to such a question, it may make the difference between acceptance and rejection. Personal essays and statements should answer the question "Who are you?" from the perspective of the student and the college.

The key to writing a personal essay or statement is the ability to organize, reflect, and write autobiographically. Some gifted students have a difficult time when asked to reflect. If the essay is to make a significant difference to an admissions officer, they need to know themselves and they need writing practice.

The essay can be a decisive factor. It can reassure the admissions committee that the student is capable of college-level work. Student essays should be

reviewed by teachers, counselors, and parents for spelling and grammar; the students should not be instructed on the essay topic.

What Do Colleges Look For?

Colleges look for:

- writing ability
- intellectual curiosity
- initiative and motivation
- creativity
- self-discipline
- character
- capacity for growth
- leadership potential
- consistency with other elements of the student's application.

Sample Essay Questions

Following are several sample essay questions for the college application.

- Students are asked to deal with a 2- by 4-inch rectangle on a blank piece of paper. The directions say, "Do something creative in this space. We are interested not only in your academic credentials but also in your imagination and creativity."
- Students are asked to "do something" with an 11- by 13-inch piece of paper.
- You have just completed a 300-page autobiography. Please submit page 261.
- You are a journalist with the rare opportunity to interview any person, living, deceased, or fictional. Whom would you choose? What do you feel you could learn from this person? Answer in 300 to 500 words.
- Describe an experience which has altered or profoundly affected your present life or intended goals. The experience may be an accident, a competition, or anything of great significance to you.
- Make up a question, state it clearly, and answer it.

Information on the essay is supported by interviews with English teachers and *High School Program for Gifted and Talented Students in English*, published by Fairfax County Public Schools, Fairfax, Virginia.

Guidelines for Writing a College Application Essay

Following is a step-by-step process that may help you produce a better essay:

1. Write several short essays. Write about what you do in school and what you do outside of school. (If you are an 11th-grade student, consider keeping a journal so that you will have many writing samples by application time.) Be specific. For example, you might write about

- our most important learning experience
- your favorite academic class and/or teacher
- the rise and fall of your science fair project
- the trials and rewards of your work on a school publication
- your selection as captain of the football team
- your lack of athletic prowess
- your work as a clerk at a discount store
- your experience in a fast-food emporium
- a volunteer experience.

Try to write about yourself in at least three different settings so that you can see yourself from several angles.

2. List all of the adjectives you would use to describe yourself in each of these settings.
3. Define your characteristics. Ask yourself:
 - What outstanding characteristic or cluster of characteristics crop up in my writings?
 - How do my characteristics seem to relate to each other?
 - Am I dependable, with good work habits?
 - Am I creative, with a good sense of humor?
 - Am I a person of contradictions? (Many of us are.)
4. Examine the question you are expected to answer.
 - Decide exactly what the question asks.
 - Decide which characteristics should be included in your answer.
 - Decide which example or examples should be included in your answer.

5. Write your answer.

6. Examine your answer. Try the following questions:

- Did my essay really answer the question?
- Could this essay only have been written by me? (If the answer is no, you need to examine ways to make your essay more reflective of you.)
- Does this essay include concrete examples to illustrate my points? (If the answer is no, you need to examine ways to include specific examples and illustrations.)
- Is this essay an interesting enough answer to the question that a reader will be able to concentrate on it after reading many other essays? (If the answer is no, you need to examine ways to help the reader remain interested.)

(Caution: Make your essay interesting, as opposed to strange and bizarre. For example, change the pacing and relate abstract concepts to concrete examples.)

7. Revise your answer. You may need several revisions before you have an interesting essay that uses concrete examples and is reflective of you.
8. Edit your answer, checking grammar, spelling, and punctuation.
9. Type your essay. Typed essays are usually more highly rated than handwritten essays.
10. Mail your application.
11. Permit yourself one long sigh of relief!

Additional Reading

Curry, B., & Kasbar, B. (eds.) (1986) *Essays that worked: 50 essays from successful applications to the nation's top colleges*, (with comments from admissions officers). New Haven, CT: Mustang Publishing.

Guidelines for Writing a College Application Essay was contributed by Gail Hubbard, Supervisor, Programs for the Gifted, Prince William County Public Schools, Manassas, Virginia.

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Sample Student Essays

Essay questions vary from school to school and year to year. Highly selective schools generally phrase essay questions to encourage an applicant to write autobiographically—to describe something about himself or herself that is not obvious in the application and supporting material. The following samples were written by applicants to highly selective or selective universities in answer to some general questions. They answer the question as well as identify the student as both a problem finder and a problem solver.

What can you tell us about yourself that is not revealed in your application?

(The student plays basketball and writes poetry, an unusual combination of talents and skills. His essay reveals imagination, creativity, reflection, and his ability to deal with experience by writing humorously and effectively.)

What is God?
Is He mod?
Is He of the old sod?
Does He have a bod?
Is He British or bluish or Jewish
Or Venusian?
Excuse-He-can all my sins.
Is He big-time on cloud nine or bovine
Or from Constantinople?
I-hope-He'll still let me in.
Hey, what's that storm brewing?
Doesn't He like what I'm doing?
What fate does He have stewing?
Is that lightning?
Oh crap.
Zap!

I consider myself to be a 'math' person. Problem solving in mathematics requires the application of definite processes to determine an answer that is either correct or incorrect. English is completely different; however, poetry provides a middle ground which I thoroughly enjoy. Rhyme and rhythm give a poem a set pattern that I can follow easily, and the change of just one word can make the poem 'correct' or 'incorrect.' My poems are always humorous, but vary from the outrageous *What is God* to the autobiographical *Slumping Senior*.

Slumping Senior

I am the slumping senior, I'm here to sing my song.

I've worked real hard the past 12 years but I've been in school too long.

I don't want all the pressure, but I know it's just begun.

If I had my way I'd skip every day,

I'd sleep till ten and then be with my friends
And we could all go have some fun.

I am the slumping senior, I'm way too far behind.

If I get one more assignment, I think I'll lose my mind.

I've got an English paper, I've got a physics test;

I know it's true, tomorrow they're due,

I know it's late, if I start at eight

By four I'll get some rest.

I am the slumping senior, I've thought the whole thing through.

School won't really matter much when I'm thirty-two.

I've learned to play the game of life, I think I'm doing fine

Cause all the trends and all my friends

Are the only things worth remembering

When it's ten years down the line.

What activity have you participated in that has influenced you the most?

In the summer of 1986, I had an experience that taught me more about myself than any other event in my life. I participated in a three week multi-element Outward Bound course in North Carolina consisting of rock climbing, canoeing, and hiking. Throughout the course I learned the importance of teamwork, commitment to achieving my goals, and the qualities of leadership. I will always reflect back on that unique experience as a time in my life when I learned so much that shaped my values, attitudes and personality.

The most memorable experience I had there was rock climbing. I had never been so scared before in my life. Hundreds of feet up in the air I held onto the face of a cliff by a metal clasp. Once I overcame my fear of falling I had to concentrate on climbing up the face. Many times I came to a dead end; I didn't quit, but only after I gained some confidence in myself would I find

safety at the next ledge. From this experience I learned to trust myself and push the limit of my abilities. When I get stuck on something I know I will keep trying new ways until I come up with the right one that works for me. I believe that this lesson I learned will help me accomplish difficult tasks in college. I will not give up when things get tough because I know how it feels to achieve something for which I have struggled.

I learned teamwork in the canoeing part of the course. When two people are in a canoe together it is crucial that they work together if they want to accomplish anything. I learned this lesson the hard way, only after smashing into submerged boulders and capsizing into roaring rapids did I realize that I couldn't do everything on my own. This lesson of teamwork will help me in college because I know now that I have to work together with faculty and other students to get the best possible education.

Another experience I had of pushing my limits was the last event of the course, a fourteen mile marathon. The choice was given to us to run nine or fourteen miles. I chose the fourteen miles because I didn't know if I could do it or not and I wanted to know what my limits were. It felt so good to finish that race, knowing that I accomplished something that I didn't know if I could do. I find it amazing how people can always perform past what they believe to be their limits. I will always remember this experience because whenever I come to a problem in my life I know I won't take the easy way out.

The most grueling part of the course was hiking. We had to carry all our food, equipment, and clothes in our packs and had to hike up and down hills for long periods of time without rest. Through this part of the course I learned that I do have leadership qualities. I put a lot of effort into finding trails, organizing campsites, and taking charge of expeditions. On one occasion, when we had lost the trail and the rest of the group had given up, I made a very determined effort to find the trail and led the group to our destination. From this experience I found that I don't like to sit back and let other people do things for me, I like to make things happen for myself, to create opportunities. This enthusiasm and creativity will help me excel in college.

These experiences will always be memorable to me because they have helped me discover what kind of person I am. The values and attitudes I have developed from these experiences will help me with my future in college and my life.

In an essay of not more than 300 words, explain how you feel that engineering and applied science can best benefit humanity in the next decade.

The science of engineering always involves the recognition of a problem and the determination to solve it. The size of the problem is irrelevant. It can vary from something as small as the configuration of a paper clip to something as large as putting a man on the moon. The method of solving the problem is the same. It involves proposing possible solutions within a set scientific procedure.

Engineering is an integral part of human progress. Without it there would be no answers or solutions to the challenges man has faced through the centuries. It is easy to see how far mankind has come and, at the same time, to see that we have just begun to develop. I think the next decade will involve the need for thinkers and planners trained in engineering. We are on the verge of discovering many exciting solutions, including the cures for many diseases and the establishment of a space station. Discoveries in space for aerospace engineers are just as important as a cure for cancer is for the bio-medical engineer. Some may think the latter is more important. It may be, but the dreams of the engineers and the challenges they face in finding solutions are the same. That is the important part. It is hard to predict the future and to know what particular discovery will be more beneficial than another, but one thing is clear: without a group of well-trained engineers, those discoveries won't be made.

It can be said that engineering is one of the oldest professions. It hasn't always been called engineering, of course, but there have always been people who have looked for answers within an engineering framework. That is how man has progressed scientifically. As we head into the 21st century, engineers will be ready to raise questions and propose solutions.

WAITING LISTS

What happens if you are placed on the waiting list of a school you really want to attend? There are several things you can do.

- Above all, ensure your place at a school that accepted your application.
- Then find out what being placed on the waiting list means at the college in question. For example, how many students on the waiting list does the school usually accept during the summer?
- Ask your guidance counselor to find out why you were placed on the waiting list. The reasons will help determine the best action to take. For example, if your folder indicates specific weaknesses, you may be able to submit substantive additional information that will influence the dean or director of admissions.
- If the college considers you a "viable" candidate, one who will be accepted if a vacancy develops, ask your guidance counselor to lobby actively for you.
- Write to the dean of admissions, indicate your intent to attend the school, and ask him or her to review your folder. State your reasons for requesting that your application be reviewed.
- Consider other influences you can bring to bear on the matter. You may know alumni who will support your admission to the school. Be careful, however, of overkill.
- Find out the projected schedule for admitting students on the waiting list. Ask when you can expect to hear from the college.
- Consider attending your second-choice college or university for 1 year. You may have a better chance as a transfer applicant than as a graduating high

school senior if you can prove that you are capable of high achievement.

What if you are rejected by all the colleges you applied to? Do not despair. Ask your guidance counselor to find out the reason for each rejection. Compare the reasons. Is there a pattern or central theme? The answers to some of the following questions will determine your action:

- Were all the schools flooded with applicants this year?
- Was there some confusion regarding the presentation of information in your application?
- Did you have a specific academic weakness?

If there is no central theme, perhaps you miscalculated your options. For example, did you apply to a range of schools that included at least one that you knew would accept your application and several whose admission requirements matched your credentials?

Ask your counselor for advice. Following are some possibilities for strengthening your chances at a later time:

- Submit additional applications to colleges with rolling or late admissions policies.
- Spend a year investigating career paths: Find an internship, work in a law office, or volunteer for a community service project.
- Spend a year bolstering your academic weaknesses: Take some courses at a local community college to prove you can do college-level work.

Look for a sense of direction and begin again!

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COLLEGE COSTS

This section is a general overview of college costs to help counselors and families be more resourceful in meeting the college-cost needs of gifted students. However, college-cost information changes yearly, and the needs of gifted students vary widely. For current detailed information, consult the Octameron publications, *The A's and B's of Academic Scholarships*, *College Check Mate*, and *Don't Miss Out: The Ambitious Student's Guide to Financial Aid*. These books are revised annually. Be sure to order the latest edition from Octameron Associates, P.O. Box 3437, Alexandria, VA 22302.

The Bad News

Educating a gifted student after high school is not a one-shot, 1-year affair. Gifted students often invest heavily in both time and college costs, in post-high-school education. Think of it in terms of 2 years for an associate degree, 4 years for a baccalaureate, 6 years or longer for a graduate or professional degree, and even longer if there are younger brothers or sisters spaced 2 or 4 years apart. The student and his or her family may pay college bills for many years following high school graduation, so it is important to understand about the overall college-cost environment.

What stands out immediately is cause for concern. Each year the cost of a college education and our ability to pay it are reassessed by one of the approved need analysis services. If current trends continue, costs will continue to outpace inflation. If tuition increases at a rate of 7%, an \$8,000 tuition bill in a student's freshman year will be a \$10,000 tuition bill 4 years later.

There are several reasons why tuition and other college costs continue to rise. First, higher education is labor intensive. Great teaching comes from conversation and discussion among inquiring minds. But faculty salaries are comparatively low, so catch-up raises are necessary to attract new professors and keep tenured faculty members from leaving academia for higher incomes in the corporate world.

Second, state support for higher education is lagging behind increased cost. Public universities as well as community colleges depend on state appropriations for more than half their support. When appropriations fail to match rising costs, colleges must compensate by raising in-state tuitions and sharply raising tuition for out-of-state students.

The third factor is technology. To provide high-quality education, colleges need to spend money for up-to-date laboratories, research equipment, and computers, as well as the supporting maintenance and training staffs.

The fourth factor is the declining number of college-age students. The number of high school seniors seeking post-high-school education will continue to decline until 1992. In other words, colleges' fixed costs will have to be spread over fewer paying customers. To remain in business, colleges will have to ask each student to contribute more through higher tuition, room and board charges, and other fees.

Finally, with few exceptions, colleges can no longer meet the financial needs of all students. One solution is to raise tuition rates by two to three times the rate of inflation. Students who can afford the increases are, in effect, helping to subsidize those who need financial aid.

In addition to the news that tuitions will continue to outpace inflation, a second bit of bad news is that federal student aid is now in a lean cycle. Although the dollar amount of federal grants and loans increases each school year, programs are being stretched to help reduce the federal budget deficit.

Of equal concern is the unstable delivery of federal student aid. In order to cut or stretch some programs, the associated timetables, eligibility rules, interest rates, and even student aid forms have changed from year to year. These changes will continue in magnitude and frequency. The result is confused students, parents, and guidance counselors and extremely overworked college financial aid personnel.

The Good News

The flip side of the coin is that if you are fortunate enough not to need assistance in meeting your college costs, you have a better chance of being accepted by the college to which you apply.

Remember, there are not enough high school graduates to fill all the waiting "ivy-covered halls." This means that most colleges must compete for students. Applying to college has become a buyer's market. Competition for the right student translates into recruiting drives, alumni interviews, special honors programs, and scholarships designed to attract the brightest available students. The more marketable the student—good ACT/SAT scores, grade point average, and class standing, together with leadership, athletic ability, or talent—the more non-federal, college-sponsored student financial assistance there is to help defray college costs. Parents and

students need to make wise choices when selecting a college.

Getting Your Fair Share

Before you reach for a share of these extra dollars, you need to understand what makes up the student's part of college costs, namely the cost of attendance. The cost of attendance consists of six separate items: tuition, room, board, books, transportation, and miscellaneous expenses. Miscellaneous expenses include insurance and laundry costs, telephone bills, and even the cost of the trips to the local fast food restaurant when the dining hall features "Yuktowne Special."

The cost of attendance is different for each student, even at the same college. Some students live in dormitories, others in off-campus housing, and others at home with their parents. The cost of travel or commuting varies depending upon circumstances, as do special expenses associated with handicaps, age, and family or child care.

The most expensive private college in the United States costs nearly \$20,000 per year. The cost of 4 years at an ivy-league school is about \$72,000. Depending on whether you are an in-state or out-of-state student, 4 years at a public institution can range from \$22,000 to \$42,000.

A student can normally receive assistance in meeting college costs if the calculated *family contribution* is lower than the cost of attendance. The difference between the two is the *financial need*.

Financial need is simply a number; it does not necessarily mean that your family is poor. It does mean that you may qualify for student aid in order to attend the college of your choice. For example, Billy's family is able to contribute \$6,000 per year to his college costs. He is considering three universities: Ivy X, at about \$17,000 per year; Midrange U, at about \$12,000; and Home State U, which will cost about \$6,000.

Billy's family has calculated their financial need and the amount they would qualify for in student aid. At Ivy X they would qualify for \$11,000 to help with the annual cost, at Midrange U they would qualify for \$6,000 in aid, and at Home State U there would be no financial need at all.

Understanding Family Contributions

The amount of money a family is able to contribute to college costs is the key to estimating the amount of financial aid for which they will qualify. The family contribution is essentially the sum of four separate

calculations: the contribution from the parents' income, the contribution from the parents' assets, the contribution from the student's income, and the contribution from the student's assets.

Parental income includes the total of all taxable and nontaxable income. A family maintenance allowance is subtracted from this total. The larger the family, the larger the allowance. Income and social security taxes are also subtracted. The remainder is referred to as discretionary income. Depending on the amount, a percentage is taken and the result is considered the parents' contribution from income.

The next calculation is a percentage of the value of the parents' assets. The total value of home equity, savings, stocks, bonds, business, and farm assets is calculated. An asset protection allowance for retirement is subtracted based on the age of the oldest parent. Approximately 5% of the remainder is added to the family contribution.

Next, 70% of the student's after-tax income, or a minimum of \$700 for first-year undergraduate students, is added to the family contribution.

Finally, the student's assets are evaluated. No asset protection allowance is permitted, since the student is considered to have a full working life ahead of him or her. The formula adds 35% of the student's assets to the family contribution.

The sum of these four calculations, the family contribution to college cost, is what the student is expected to pay for his or her college education. The family contribution subtracted from the cost for a particular college determines the amount of student financial need and the amount of student aid for the school year. The calculation is recomputed each school year.

Multistudent Families

What happens if there is more than one member of the family in college at the same time? How does the family contribution to college cost change? In this common situation, a separate family contribution is calculated for each student, consisting of the parents' contribution from income and assets. For example, suppose that the total parental contribution is \$6,000 and there are two students. Then \$3,000 is allocated to each student. Son Jason's contribution from earnings and assets is \$1,500, while daughter Gina's is \$2,000. Consequently, the family contribution for Jason's college cost will be \$4,500, and for Gina's \$5,000.

Divorced or Separated Parents

Which parent's income and assets are used in the calculation when parents are divorced or separated? The answer depends upon which parent the student lived with for the greater portion of the calendar year preceding the year the student enters college. A student facing this situation and seeking non-federal college financial assistance should be aware that most colleges will likely ask the other natural parent to submit a divorced-parent financial form before awarding any financial assistance.

Filling Out the Forms

How do colleges get the information they need to calculate the family contribution to college cost? As soon as possible after the first of the year, the student and his or her family should fill out a need-analysis form. Students applying for early selection must do this twice, first when they apply, and again after the first of the year.

A student seeking to determine whether he or she qualifies for some of the college's own money or money from the state in which the student resides in addition to federal financial aid, must fill out the College Board's financial aid form or the American College Testing Program's family financial statement. Both forms require a processing fee. Residents of California and Pennsylvania may use state forms called, respectively, the Student Aid Application for California (SAAC) and Pennsylvania Higher Education Assistance Agency (PHEAA). These forms are normally obtained from high school guidance offices and college financial aid offices.

Putting Scholarships to Work

Most people believe that receipt of a scholarship reduces their family contribution to college costs. However, while the scholarship may help pay the college bill, it may not reduce the student's or the family's share of the bill.

For example, the Johnson family contribution was determined to be \$5,000. At her high school commencement, Sally Johnson was awarded a \$1,000 scholarship by her town civic association. The Johnsons were elated, thinking that their family contribution would now be \$4,000. Unfortunately, they were wrong: the contribution remained the same. Sally's college just took the amount of the scholarship and incorporated it into Sally's student aid package.

This does not mean that students heading for college should stop looking for and working toward

scholarships and grants. Rather, they should concentrate their efforts on seeking scholarships large enough to cover both the family contribution and the student aid award. The best advice is not to waste time seeking special scholarships or seeking out computerized scholarship services that charge a fee for their work. Saving money for college is a better course of action. Some scholarship money goes unused each year, but it is primarily unused employee tuition benefits, not scholarships for which no one has applied.

Some Final Words

The matter of paying college costs should not be taken lightly. A parent should not "let Johnny worry about it," any more than Johnny should "let Mom and Dad worry about it." The entire family needs to get involved.

Paying college costs requires research, study, and analysis. It should be discussed with high school counselors and college financial aid personnel, who have special knowledge of personal financial matters—loans, interest rates, tax laws, and innovative tuition payment plans. Knowing as much as possible about college costs can save time and money. What is most important is to know and understand the details about the entire spectrum of financing a gifted student's college education *before* filling out the first financial assistance form.

College Costs was contributed by Joseph Re, Executive Vice President, Octameron Associates, Alexandria, Virginia.

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Appendices

- Appendix 1: Glossary
- Appendix 2: Glossary of Financial Terms
- Appendix 3: Guide to College Guides: 1988–1989
- Appendix 4: Contests, Competitions, and Activities
- Appendix 5: Resources of Information on Gifted Students
- Appendix 6: The Common Application

Appendix 1

Glossary

Academic Performance: The combination of a student's grade point average (GPA), class rank, transcript (i.e., list of courses taken), standardized test scores, and other available numerical information. Some large schools consider a student's high school academic performance record the only criterion for an offer of admission. Academic performance includes academic rigor, grade point average, class rank, official transcript, and high school profile or transcript supplement.

Academic Rigor: The relative difficulty of an academic course and the relative difficulty of all courses taken by a student during high school. Highly selective colleges expect a student to take the most rigorous curriculum offered.

Grade Point Average (GPA): Number usually computed by giving quality points to each letter grade (for academic and nonacademic courses) earned during high school and then dividing by the number of earned credits. Some school systems weight honors or Advanced Placement (AP) courses by awarding an extra fraction of a point to the course. Colleges frequently recalculate a student's GPA to reflect only academic courses.

Class Rank: Computation denoting a student's academic position in relation to classmates. Class rank is generally reported in terms of deciles, quarters, and/or thirds. Grade point average usually determines class rank. Some high schools eliminate a precise class rank, and where this is the case, the colleges may ask counselors or principals to compute an applicant's numerical rank to the nearest 10th from the top. Some colleges automatically reject applications submitted by unranked students.

Official Transcript: Academic profile of the student. Transcripts should include a list of courses taken each year (including courses in progress), the rigor of those courses (AP, honors, accelerated), grades assigned for each course, GPA, and class rank (including how the rank is determined). Some transcripts list test scores such as PSAT and SAT; however, these are not considered official scores. Official scores must be sent directly from the

College Entrance Examination Board (CEEB) or the American College Testing Program (ACT).

High School Profile, Course Description, or Transcript Supplement: Provides information to colleges about the high school program of studies, the grading system, and the makeup of the student body. The meaning of a student's transcript (grades) is partially explained by an effective profile that includes the percentage of students who go to 4-year colleges, the nature of the courses offered, and the grading scale. When a course title does not clearly reflect the rigor and significance of an academic course, an explanation should accompany the school profile and student transcript.

Achievement Tests: One-hour multiple-choice tests similar to final examinations in a variety of academic subjects such as mathematics, science, history, language, literature, and English composition. Achievement tests are designed to measure the extent and depth of a student's knowledge of the subject. Students are expected to study for Achievement tests. These tests are sometimes required by colleges and used for placement in freshman courses. Colleges may require a certain combination of them (e.g., engineering students must submit both mathematics and science Achievement test scores as well as English composition). Achievement tests should be taken at the end of any course in which the student is doing well, regardless of the student's age and grade. Students may take up to three tests per session for the basic registration fee; English composition with essay is offered only in December.

American College Test (ACT): A content-oriented test, divided into four subject areas—mathematics, science, English, and social studies. Scores are reported on a scale of 1 to 36, with 36 the highest.

Advanced Placement (AP) Program: Program sponsored by the College Entrance Examination Board, and consisting of rigorous academic courses and examinations in 15 subjects. AP courses provide an opportunity for students to pursue college-level studies while still enrolled in secondary school, and demonstrate

the student's capacity to handle college-level work. A high grade in an AP course is considered evidence of superior ability, even if a student chooses not to take the AP examination.

Advanced Placement (AP) Examinations: Examinations offered each May by participating schools to students who want to be tested at the college level in many areas including English, calculus, computer science, science, history, foreign languages, art, and music. Enrollment in an AP course is not required, and a fee is charged for each examination. AP tests are scored 1 to 5, with 5 high. Grades of 3, 4, or 5 on AP examinations may be considered acceptable for college credit or exemption from required courses. Each college or university decides how much credit will be awarded to the student. If a student takes an AP test, the student is responsible for ensuring that scores reach the college. AP test preparation is time consuming. Students should carefully consider the advantages and disadvantages of taking each test.

College: (1) A postsecondary school that offers a bachelor's degree in liberal arts or science or both, (2) Schools of a university offering the aforementioned degree programs.

Deferred Admission: Procedure that allows an accepted student to postpone admission to college for 1 year.

Early Admission or Early Entrance: Procedure that admits students of unusually high ability into college courses and programs before they have completed high school.

Early Action: Procedure whereby students submit credentials to colleges early, usually by November 1. Unlike early decision, a student admitted under early action, is not obligated to enroll.

Early Decision: Procedure that gives special consideration to a student who applies for admission by a specified date. If admitted under early decision, the student has an obligation to matriculate. The student may not accept an offer of admission from another institution at a later date. Early decision applications are often due by November 1, and students are notified earlier than regular admissions applicants, generally by December 15. Early decision applicants may be denied and reconsidered with the regular pool of applicants.

JETS National Engineering Aptitude Search: Examination that estimates a student's potential in the field of engineering. Anyone interested in this field should take the 3-hour JETS test. To locate test sites, check with local universities or write to JETS National

Engineering Aptitude Search, United Engineering Center, 345 East 47th Street, New York, NY 10017. Students have received scholarships based on outstanding scores on this test.

Liberal Arts: Academic disciplines such as mathematics, science, language, history, literature, and philosophy. These programs are designed not to prepare a student for a profession but for the development of intellectual ability and judgment.

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT): A 2-hour version of the SAT. The PSAT is the screening mechanism for the National Merit Scholarship competition. In order to be considered, students must take the test in the fall of 11th grade and score in the top 5% of their state. Qualifying scores vary from state to state. For example, a score of 190 in Virginia may qualify a student as just a Commended Scholar. In another state the same score might be in the top 5% and qualify the student as a semifinalist. The PSAT is similar to the SAT and is therefore a good preliminary indicator of the student's potential SAT score. Calculation of the PSAT selection index is such that the verbal score is given twice the weight of the mathematics score. This test is also administered to students who wish to qualify for the National Achievement Scholarship Program for Outstanding Negro Students.

ROTC: Reserve Officers' Training Corps, sponsor of programs offered at certain colleges in conjunction with the Air Force, Army, and Navy. Tuition, books, and fees are subsidized by the military, and the student also receives a stipend to help cover personal expenses. Upon graduation, students receive a commission in the military service. Students may be obligated to serve a specified number of years in the military after graduation.

Regular Admission: Admission to a college in the usual manner. Students must submit an application by a specified date, and a decision is made by the college after it has received most of its applications (approximately February 15 to April 15). All applicants are informed at about the same time, although this varies with the college.

Rolling Admission: Admission to a college whereby students may submit an application at any time during the year. A decision is usually made by the college within a few weeks after application and transcript are received.

Scholastic Aptitude Test (SAT): A test divided into two sections, verbal and mathematics, and wherein scores are reported on a scale of 200 to 800 in each section. The Test of Standard Written English (TSWE) is administered at the same sitting. Scores for this test are reported on a scale of 20 to 60+. The SAT is a "leveler": When colleges are unfamiliar with a student's high school and school district, SAT scores tell colleges how the student compares to all other students who took the test on the same day.

SAT Preparatory Courses: Courses taken to prepare a student for the SAT. In the past it was commonly assumed that coaching did not affect a student's performance on the SAT. More recently, the reverse has been demonstrated: Students have been able to raise their scores significantly by practicing test questions, reducing test-taking anxiety, and learning how to pace themselves. If a student is a poor test-taker, enrolling in a preparatory course might be of benefit. However, there appears to be a strong correlation between the breadth of a student's reading and his or her success on the verbal section of the SAT. Students who focus on mathematics and science at an early age may find it difficult to raise their verbal scores. Students who contemplate an SAT preparatory course should look for one in which the instructor will analyze the student's answer sheet and

provide the student with specific information regarding academic strengths and weaknesses.

Time Structure: Division of the academic year into various parts for administrative purposes. The usual divisions are as follows:

Quarter System: Divides the 9-month academic year into three equal parts of approximately 12 weeks each. Summer sessions are usually the same length. Credits are granted as quarter hours (3 quarter hours = 2 semester hours).

Semester System: Divides the academic year into two equal segments of approximately 18 weeks each. Summer sessions are shorter, but they require more intensive study.

Trimester System: Divides the calendar year into three segments, thereby creating a continuous academic calendar of three semesters, each approximately 18 weeks in length. Credits are usually granted in semester hours.

University: A postsecondary school consisting of teaching and research facilities comprising a graduate school or professional schools. Universities offer master's degrees and doctorates as well as undergraduate degrees.

Appendix 2

Glossary of Financial Terms

(Note: Financial aid programs change from year to year and should always be verified.)

College Work-Study Program (CWSP): A federally financed program that provides opportunities for students who need financial aid to work on campus or with tax-exempt employers. CWSPs should not be confused with cooperative education programs run by many colleges to provide students with practical work experience based on their particular college major.

Guaranteed Student Loan (GSL): A Government-subsidized low-interest loan made to students by credit unions, commercial banks, or savings and loan institutions. Repayment of such a loan is guaranteed by the federal government. Students may borrow up to \$17,250 (1988) with up to 10 years to repay, starting 6 months after graduation. The amount that students may borrow and the number of years to repay vary from year to year. Some proof of financial need may be required.

Family Contribution: The amount that the accrediting agency estimates that a student's family should be able to contribute toward his or her education. The amount takes into account parent resources, the student's savings, the family's earnings, and the student's earnings.

Financial Aid Form (FAF): Form designed by the College Scholarship Service of the Educational Testing Service. Students may obtain an FAF from the high school guidance office. It should be filled out by students and their families at the end of the calendar year and then sent to the sources listed on the front of the form.

Family Financial Statement (FFS): Similar to the FAF, the FFS is a financial aid application form required by colleges using the American College Testing (ACT) program. Completed forms should be sent to ACT in the addressed envelope provided.

Grant: The portion of a financial aid package that the student does not have to repay.

Merit Scholarships: Scholarships awarded by colleges and outside agencies on the basis of student accomplishment rather than financial need. Merit scholarships are often awarded on the basis of a student's PSAT scores and the results of the National Merit Scholarship competition.

Parent Loan for Undergraduate Students (PLUS): Part of the GSL program, primarily a loan for parents of dependent students. Loans are made directly to parents.

Pell Grants: Grants given under a federal program for extremely needy families. Grants under this program range from \$200 to \$2,500 as of 1988. Students apply for Pell Grants by checking the appropriate box on the FAF or Family Financial Statement.

Perkins Loan (formerly known as National Direct Student Loan [NDSL]): A low-interest loan for students with demonstrated need. Students do not apply directly for an NDSL; funds are paid directly to colleges by the federal government for allocation to students whom the colleges select.

Reserve Officers' Training Corps (ROTC) Scholarship: A scholarship and educational program offered by the three military services of the U.S. government. In return for scholarship aid, students are obligated to serve for a period of years on active duty or reserve status in one of the military services.

Student Aid Report Report (SAR): Report indicating whether or not a student is eligible for a Pell Grant by means of a selection index.

Supplemental Educational Opportunity Grant (SEOG): Grant up to \$4,000 (1988) designed to provide additional support for Pell Grants based on student need. Money is paid directly to colleges to disburse to very needy students.

Appendix 3 Guide to College Guides: 1988-1989

SELECTED LIST OF OBJECTIVE GUIDES

(Note: Objective guides provide categorical and statistical data-based information.)

The College Handbook: 1988-89 (26th ed.). Colleges are listed alphabetically by state. Colleges in U.S. territories, Canada, France, and Mexico are also included. Detailed information includes admission requirements, numbers of applicants/numbers accepted, fields of study, and degrees offered. Revised annually. A companion guide to *Index of Majors, 1988-89*. (11th ed.).²

College Planning Search Book (14th ed., 1988). Colleges are listed by region, then subdivided by selectivity, and finally categorized by size. Contains a separate planning-aids section, a majors list, and a glossary.³

Index of Majors, 1988-89 (11th ed.). A data-based reference guide to academic majors offered by colleges and universities. This guide is particularly useful for students who know what they want to study but not where, and/or students interested in combining academic majors or minors.²

Comparative Guide to American Colleges (13th ed., 1987). James Cass & Max Birnbaum. Consumer-oriented guide with alphabetical listing and useful introduction and majors guide. Revised every other year. Published by Harper and Row.

Lovejoy's College Guide (18th ed., 1987). Charles Straughn & Barbarasue Lovejoy Straughn (Eds.). Arranged alphabetically by state. Contains sections on the admissions process and sources of financial aid, with an index of special interest programs and an index of 500 college majors. Published by Monarch Press, Simon & Schuster, 1 Gulf & Western Plaza, New York, NY 10023.

Peterson's Competitive Colleges, 1988-89 (7th ed.). Karen C. Hegener (Ed.). Highlights more than 300 selective colleges, identified through criteria that focus primarily on the abilities of the freshman class; provides a full-page data profile of each college.⁴

Peterson's Guide to Colleges with Programs for Learning-Disabled Students (2nd ed., 1988). Charles T. Man-

grum, II & Stephen S. Strichart (Eds.). Helps LD students find colleges that offer programs designed for them. Profiles 2- and 4-year colleges that offer special programs for students with learning disabilities. Details included.⁴

Peterson's Guide to Four-Year Colleges, 1989 (19th ed.). Andrea E. Lehman & Eric A. Suber (Eds.). One of a series on undergraduate and graduate study. Contains detailed profiles of all accredited U.S. and Canadian institutions, plus two-page descriptive essays on more than 700 colleges and an index to majors. Revised annually. A comprehensive and useful work.⁴

Profiles of American Colleges (15th ed., 1986-87). Elliot Epstein et al. (Eds.). Lists colleges alphabetically by state; contains selectivity lists, median SAT/ACT scores of recent freshman classes, telephone numbers of admissions offices, and a glossary. See also regional editions.¹

Profiles of American Colleges: Index of College Majors (15th ed., 1986). A companion guide to *Profiles of American Colleges* (15th ed.). Data include capsules on undergraduate programs at all accredited 4-year colleges. Cross-referenced.¹

SELECTED LIST OF SUBJECTIVE GUIDES

(Note: These guides include information that may be based on personal opinion.)

The Best Buys in College Education (2nd ed., 1987). Edward B. Fiske & Joseph M. Michalak. Written by the *New York Times* education editor, this guide describes bargains in college education. Published by Times Books, in conjunction with Random House. Toll free telephone number: 1-800-638-6460.

The Black Student's Guide to Colleges (2nd ed., 1984). Barry Beckham. Discusses all minorities. Reviews the literature and discusses black athletes and campus environment as it pertains to race. Published by Beckham House Publ., Inc., P.O. Box 49, 77 Ives Street, Providence, RI 02096.

The Fiske Guide to Colleges, 1989. Edward B. Fiske, et al. Includes profiles of more than 275 schools, lists strengths and weaknesses, and covers topics such as academic pressure and social life. Highlights each school's admissions policies in the section called If You Apply, a brief description of requirements. Schools are listed alphabetically and cross-referenced by yearly cost of attendance. Published by Times Books.

Insider's Guide to Colleges, 1988-89 (15th ed.). Compiled by the staff of the *Yale Daily News*. A student's view of selected colleges across the country, listed alphabetically. Descriptions include size, population, and evaluations of strengths and weaknesses of various departments in a chatty, informal style. Fun reading, but should be used only in conjunction with other references. Published by St. Martin's, Macmillan, 175 5th Avenue, New York, NY 10010.

Peterson's Guide to College Admissions: How to Plan your Admissions Strategy and Get into the College of Your Choice (4th ed., 1987). R. Fred Zuker & Karen C. Hegener (Eds.). Takes the reader through the admissions process step by step, from inquiry to acceptance. Includes small profiles of more than 1,700 colleges.⁴

The Public Ivys: A Guide to America's Best Public Undergraduate Colleges & Universities (1985). Richard Moll. A subjective guide to the top public universities in the USA. Published by Viking Penguin, 40 West 23rd Street, New York, NY 10010.

SELECTED BOOKS ON SPECIFIC TOPICS

(Note: This list includes "how-to-get-in" books that provide practical suggestions on the application, essay, visit, and/or admissions procedures.)

Behind the Scenes: An Inside Look at the Selective College Admission Process (7th ed., 1988-89). Edward Wall. Describes admissions procedures at the nation's most selective colleges and the rationale that enters into final decisions.⁵

Campus Pursuit: How to Make the Most of the College Visit and Interview (3rd ed., 1989-90). G. Gary Ripple. The Dean of Admissions of the College of William and Mary advises on when and how to visit a college, what to look for, and what questions to ask in the college interview.⁵

Campus Visits and College Interviews (1987). Zola Dincin Schneider. A complete guide for college-bound students and their families. How to peek under

the ivy to get an inside look at what college is really like.²

College Planning for Gifted Students (1989). Sandra L. Berger. Presents a way to identify gifted students. Provides a 6-year plan that guides the gifted student through critical college and career choices based on a student's knowledge of self and educational options. An invaluable tool for counselors, teachers, parents, and gifted students. Published by The Council for Exceptional Children, Reston, Virginia.

Do It-Write: How to Prepare a Great College Application (3rd ed., 1989-90). G. Gary Ripple. Tips from the Dean of Admissions of the College of William and Mary on writing an essay that will stand out and on preparing an application that will present the student as a qualified applicant.⁵

Essays That Worked: 50 Essays from Successful Applications to the Nation's Top Colleges (1986). Boykin Curry & Brian Kasbar (Eds.). Published by Mustang Publishing, New Haven, CT. (The editors are members of the class of 1988, Yale University.)

Getting In (1983). Paulo de Oliveira & Steven Cohen. This book includes a number of different strategies to assist students who are applying to highly selective colleges. Written in an informal, easy-to-read style. Published by Workman Publishing Company, Inc., 1 West 39 Street, New York, NY 10018.

Handbook for College Admissions: A Family Guide (rev. ed., 1986). Thomas C. Hayden. Tips on the college admissions process and ways that families can work together to make decisions.⁴

How to Get into an Ivy-League School (1985). E. Patrick McQuaid & Barbara Stahl. Provides in-depth profiles of several schools and tells how to market yourself. Analyzes each school and its departments. Published by Monarch Press.

Playing the Private College Admissions Game (rev. ed., 1986). Richard Moll. Some of Moll's "marketing" tips are useful for some students who apply to highly selective private colleges. Published by Penguin Books.

What to Do Until the Counselor Comes (rev. ed., 1983). S. Norman Feingold & Shirley Levin. Includes material on college selection, financial aid, self-evaluation, and job hunting techniques, plus a personal profile questionnaire. Available from College Bound, Inc., 6809 Breezewood Terrace, Rockville, MD 20852. Published by Richard Rosen Press.

SELECTED BOOKS ON FINANCING COLLEGE

The A's and B's of Academic Scholarships (11th ed., 1989-90). Priscilla S. Goeller. Provides detailed information on 1,000 merit-based scholarships offered by colleges and universities, the federal government, the states, and private sponsors.⁵

College Check Mate: Innovative Tuition Plans That Make You a Winner (2nd ed., 1989-90). Priscilla S. Goeller. Describes tuition assistance plans offered by U.S. colleges and universities and other bits of information to aid parents who need tuition assistance.⁵

The College Cost Book (9th ed., 1988-89). A data-based overview of college costs at more than 3,100 accredited colleges and universities. Includes a table of individual college costs, needs-analysis requirements, availability of scholarships, and information on how to apply for financial aid. A companion guide to *The College Handbook*.²

College Grants from Uncle Sam: Am I Eligible and for How Much? (8th ed., 1989-90). Anna Leider. Assists families in determining their eligibility for federal aid, including Pell Grants. Includes worksheets.⁵

College Loans From Uncle Sam: The Borrower's Guide That Explains It All—From Locating Lenders to Loan Forgiveness (8th ed., 1989-90). Anna Leider. Information on guaranteed student loans and others, along with tips for increasing your eligibility and finding the best lenders.⁵

Don't Miss Out: The Ambitious Student's Guide to Financial Aid (13th ed., 1989-90). Robert & Anna Leider. A step-by-step guide for students and parents for determining how much college will cost a particular family and how that family can finance the costs. Complete tables and worksheets for calculating the family contribution under the 87/88 Uniform Methodology.⁵

Earn & Learn: Cooperative Education Opportunities Offered by the Federal Government (9th ed., 1988-89). Joseph Re. Describes over 14,000 cooperative positions with the federal government. A chapter on the Junior Fellowship program explains the special program for gifted students who have need.⁵

Financial Aid Officers: What They Do—To You and for You (5th ed., 1988-89). Donald Moore. Explains ways of discussing financial aid with financial aid officers.⁵

Financial Aid for College Through Scholarships and Loans: FACTS (4th ed., 1985). Elizabeth Hoffman. Published

by Richards House—FACTS, P.O. Box 208, Wellesley Hills, MA 02181.

How to Pay for your Children's College Education (1988). Gerald Krefetz. Provides advice on financial strategies. Incorporates changes mandated by the 1986 Tax Reform Act.²

Peterson's College Money Handbook 1989: The Only Complete Guide to Scholarships, College Costs, and Financial Aid (6th ed.) Andrea Lehman & Eric A. Suber (Eds.). Comprehensive guide to financial aid at more than 1,700 4-year colleges. Includes nonneed, athletic, and cooperative financial aid.⁴

The Scholarship Book: The Complete Guide to Private Sector Scholarships, Grants, & Loans for Undergraduates (1984). Daniel Cassidy & Michael J. Alves (Eds.). A road map to more than 50,000 scholarships, loans, grants, fellowships, and internships. Published by Reward Books/Prentice-Hall.

The Student Guide: Five Federal Financial Aid Programs, 1987-88. U.S. Government Printing Office, Washington, DC. USGPO 1985-486-065; may be obtained free from the Consumer Information Center, Dept. 513N, Pueblo, CO 81009.

Top Dollars for Technical Scholars: A Guide to Engineering, Math, Computer Science, and Science Scholarships, 1988-89. Clark Z. Robinson. Details on eligibility requirements, necessary application materials, names and addresses of contact persons, selection criteria, and other information are presented.⁵

Winning Money for Colleges: The High School Student's Guide to Scholarship Contests (2nd ed., 1987). Alan Deutschman. Contest requirements, application deadlines, and helpful hints.

¹Barron's Educational Series, Inc., 250 Wireless Boulevard, Hauppauge, NY 11788; toll-free telephone 1-800-645-3476 (NY 1-800-257-5729).

²College Entrance Examination Board (CEEB). College Board Publications, P.O. Box 886, New York, NY 10101-0886.

³American College Testing Program, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243.

⁴Peterson's Guides, P.O. Box 2123, Princeton, NJ 08543-2123; toll-free telephone, 800-EDU-DATA (AK, HI, NJ, and outside U.S.A., call 609/924-5338).

⁵Octameron Associates, P.O. Box 3437, Alexandria, VA 22302 or call 703/823-1882.

ADDITIONAL RESOURCES— PROFESSIONAL ORGANIZATIONS

Some nonprofit professional organizations publish information on various elements of the college-planning process. Among these are the following:

The National Association of College Admissions Counselors (NACAC). Address inquiries to Publica-

tions Department, Suite 430, 1800 Diagonal Road, Alexandria, VA 22314.

The National Association of Secondary School Principals (NASPP). Address inquiries to Publication Sales, NASPP, 1904 Association Drive, Reston, VA 22091; 703/860-0200.

Appendix 4

Contests, Competitions, and Activities

Participation in a national competition or activity provides gifted students an opportunity to

- socialize with gifted and talented students who share their talents and interests
- improve skill levels
- compare their level of proficiency with that of other students who share their talents
- document their interests and level of proficiency
- measure their level of personal commitment and practice risk-taking behavior
- increase their self confidence.

The following list of competitions, contests, and activities is based on information partially provided by *1988 Educational Opportunity Guide—A Directory of Programs for the Gifted*, Duke University, Talent Identification Program, Durham, North Carolina, and is used with permission. Requests for information on specific programs, contests, or activities should be directed to the program sponsor. To obtain a copy of the *Educational Opportunity Guide*, direct requests to Talent Identification Program, Duke University, Box 40077, Durham, NC 27706.

HUMANITIES

Includes art and writing contests, history competitions, foreign language examinations and conventions, debate tournaments, and oratorical contests. In addition to contests listed, many state universities and businesses sponsor contests open only to state residents.

Achievement Awards in Writing
Promising Young Writers Program
Sponsor: National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

The Agora Writing Competitions
Sponsor: Agora
P.O. Box 10975
Raleigh, NC 27605

The Apprentice Writer
Sponsor: Susquehanna University
Writing Program Director
Selinsgrove, PA 17870

Arts Recognition Talent Search (ARTS)
Sponsor: National Foundation for Advancement in the Arts
100 North Biscayne, Suite 1801
Miami, FL 33132

Books Make a Difference
Sponsor: *Read Magazine*
245 Long Hill Road
Middletown, CT 06457

Citizen Bee
Close Up
Sponsor: Close Up Foundation
1235 Jefferson Davis Highway
Arlington, VA 22202

Current Events Quiz
National Writing and Photography Contest
Sponsor: Quill and Scroll Society
School of Journalism
University of Iowa
Iowa City, IA 52242

German Testing and Awards Program
Sponsor: American Association of Teachers of German
523 Building, Suite 201, Route 38
Cherry Hill, NJ 08034

Gifted and Talented Writing Competition
Sponsor: Center for the Education and Study of the Gifted, Talented, and Creative
1515 H. Bishop Lehr
University of Colorado
Greeley, CO 80639

High School Journalism Contest
Sponsor: National Federation of Press Women
Headquarters Office
P.O. Box 99
Blue Springs, MO 64015

The Marie-Louise Poetry Scholarship Contest

Sponsor: Brooklyn Poetry Circle
61 Pierrepont Street, #51
Brooklyn, NY 11201

National Endowment for the Humanities Younger Scholars Awards

Sponsor: Younger Scholar Guidelines
Room 316, Division of Fellowships and Seminars
National Endowment for the Humanities
1100 Pennsylvania Avenue, NW
Washington, DC 20506

National Forensic League Tournament

Sponsor: National Forensic League
P.O. Box 38
Ripon, WI 54971

National French Contest: "Le Grand Concours"

Sponsor: American Association of Teachers of French
Box 86
Plainview, NY 11803

National Grant Tournament

Sponsor: National Catholic Forensic League
21 Nancy Road
Milford, MA 01757

National Greek Examination

National Latin Examination

National Junior Classical League Convention

Sponsor: American Classical League/National Junior Classical League
Miami University
Oxford, OH 45056

National High School Oratorical Contest

Sponsor: American Legion
P.O. Box 1055
Indianapolis, IN 46206

National History Day

Sponsor: National History Day
11201 Euclid Avenue
Cleveland, OH 44106

National Language Arts Olympiad

National Social Studies Olympiad

Sponsor: National Olympiads, Box 306
Hauppauge, NY 11788

National Peace Essay Contest for High School Students

Sponsor: U.S. Institute of Peace
730 Jackson Place, NW
Washington, DC 10503

National Public Speaking Contest

Sponsor: Future Farmers of America
U.S. Department of Education
Washington, DC 20202

Optimist Oratorical Contest

Sponsor: Optimist International
4494 Lindell Boulevard
St. Louis, MO 63105

Poetry Contest

Sponsor: English Department
124 Williams Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
(open only to Virginia students)

Riverstates Review of Young Writers

Sponsor: Riverstates Review of Young Writers
#1 Mark Twain Circle
Clayton, MO 63105

TIME Student Writing Contest

Sponsor: TIME Education Program
10 North Main Street
Yardley, PA 19067

Writing, Art, and Photography Awards

Sponsor: Scholastic, Inc.
730 Broadway
New York, NY 10003

Young American Creative Patriotic Art Award

Sponsor: Veterans of Foreign Wars of the United States
Ladies Auxiliary
406 West 34th Street
Kansas City, MO 64111

Young Writer's Contest

Sponsor: Young Writer's Contest Foundation
P.O. Box 6092
McLean, VA 22106

Youth Citizenship Awards

Sponsor: Sorooptimist Foundations
1616 Walnut Street
Philadelphia, PA 19103

MATHEMATICS

Generally organized through schools, entries are usually set up for teams. Interested students should speak with a mathematics teacher about organizing and entering a team from their school.

American High School Mathematics Exam
American Junior High School Mathematics Exam
International Mathematical Olympiad
Sponsor: Mathematical Association of America
1529 18th Street, NW
Washington, DC 20036

American Regions Mathematics League
Sponsor: American Regions Mathematics League
23 Garland Place
Roslyn Heights, NY 11577

Atlantic and Pacific Math Meet
Sponsor: Atlantic and Pacific
P.O. Box 11242
Elkins Park, PA 19117

Continental Mathematics League
Sponsor: Continental Mathematics League
P.O. Box 306
Hauppauge, NY 11788

MATHCOUNTS
Sponsors: National Society of Professional Engineers
CNA Insurance Companies
National Council of Teachers of Mathematics
U.S. Department of Education, NASA
1420 King Street
Alexandria, VA 22314

Mathematical Olympiads for Elementary Schools
Sponsor: Executive Director, MOES
Forest Road School
Valley Stream, NY 11582

National Engineering Aptitude Search
Test of Engineering Aptitude in Math and Science
Sponsor: Junior Engineering Technical Society (JETS)
1420 King Street, Suite 405
Alexandria, VA 22314

National Mathematics League Competitions
Sponsor: National Mathematics League
Southern Regional Office
P.O. Box 9459
Coral Springs, FL 33075

SCIENCE

Generally, these competitions have very specific rules about the type of research projects they accept and the format they require for an entry. Students should make sure that they request and read carefully the complete rules for a particular competition.

Biology Bulletin Science Essay Program
Sponsor: Science Essay Awards Program
c/o *Biology Bulletin Monthly*
3500 Western Avenue
Highland Park, IL 60035

Duracell Scholarship Competition
Sponsor: Duracell Scholarship Competition
National Science Teachers Association
1742 Connecticut Avenue, NW
Washington, DC 20009

The Explorers Club Youth Activity Fund Grants
Sponsor: The Explorers Club Youth Activity Fund
46 East 70th Street
New York, NY 10021

International Chemistry Olympiad
Sponsor: American Chemical Society
Education Department
1115 16th Street, NW
Washington, DC 20036

International Physics Olympiad
Sponsor: American Association of Physics Teachers
5110 Roanoke Place, Suite 101
College Park, MD 20740

International Science and Engineering Fair
Sponsor: FAA Office of Public Affairs
Aviation Education Program
800 Independence Avenue, SW
Washington, DC 20591

Junior Science and Humanities Symposium
Sponsor: Academy of Applied Science
JSHS Office
4603 Western Boulevard
Raleigh, NC 27606

National Science Olympiad
Sponsor: National Science Olympiad
P.O. Box 306
Hauppauge, NY 11788

NSTA/NASA Space Shuttle Student
Involvement Project
Sponsor: National Science Teachers Association
1742 Connecticut Avenue, NW
Washington, DC 20009

Science Award and Scholarship Program
Sponsor: Bausch & Lomb
One Lincoln First Square
Rochester, NY 14604

Science Competitions

Sponsor: National Science League, Inc.
P.O. Box 9700
Coral Springs, FL 33075

Science Essay Awards Program

Sponsor: General Learning Corporation
60 Revere Drive
Northbrook, IL 60062

Science Olympiad

Sponsor: Science Olympiad
5955 Little Pine Lane
Rochester, MI 48064

Westinghouse Talent Search

International Science and Engineering Fair
Sponsor: Westinghouse Science
Scholarships and Awards
Science Service, Inc.
1719 N Street, NW
Washington, DC 20036

Young Astronaut Program

Sponsor: The Young Astronaut Council
P.O. Box 65432
Washington, DC 20036

OTHER

Century III Leaders Program

National Leadership Training Program
Sponsor: NASSP Division of Student Activities
1904 Association Drive
Reston, VA 22091

Computer Science Contest

Sponsor: American Computer Science League
P.O. Box 2417A
Providence, RI 02906

Edison/McGraw Scholarship Program

Sponsor: National Science Supervisors Association
P.O. Box 2800
San Diego, CA 92038

The Future Problem Solving Program

Sponsor: The Future Problem Solving Program
St. Andrew's College
Laurinburg, NC 28352

Invent America!

Sponsor: US Patent Model Foundation
1331 Pennsylvania Avenue, NW
Washington, DC 20004

National Academic Championship

Sponsor: Questions Unlimited
P.O. Box 14798
Columbus, OH 43015

National Awards Program

Sponsor: Freedoms Foundation at Valley Forge
Valley Forge, PA 19481

National High School Chess Championship

Sponsor: U.S. Chess Federation
186 Route 9W
New Windsor, NY 12550

The OM Program

Sponsor: OM Association, Inc.
114 East High Street
Glassboro, NJ 08028

Presidential Academic Fitness Awards

Sponsor: Presidential Academic Fitness Awards
U.S. Department of Education
P.O. Box 23749
Washington, DC 20026

Salute to Excellence

Sponsor: American Academy of Achievement
P.O. Box 548
Malibu, CA 90265

U.S. Academic Decathlon

Sponsor: Executive Director
U.S. Academic Decathlon Association
3315 Hawkwood Road
Diamond Bar, CA 91765

U.S. Senate Youth Program

Sponsor: W. R. Hearst Foundation
690 Market Street, Suite 502
San Francisco, CA 94104

For information on art scholarships and competitions,
write:

National Art Education Association
1916 Association Drive
Reston, VA 22091

Appendix 5

Resources of Information on Gifted Students

NATIONAL ASSOCIATIONS

American Association for Gifted Children and Supporting the Emotional Needs of the Gifted, Inc. (SENG)
c/o Wright State University
P.O. Box 2745
Dayton, OH 45435

Gifted Child Society, Inc.
190 Rock Road
Glen Rock, NJ 07452

National Association for Gifted Children (NAGC)
4175 Lovell Road
Suite 140
Circle Pines, MN 55014
(612) 784-3475

National Gifted and Talented Club (GATE)
c/o Jerry Simmons
4049 Ross Park Drive
San Jose, CA 95118
This organization, formed in 1988, encourages students to join.

National/State Leadership Training
Institute for Gifted and Talented (NSLT/IT/GT)
316 W. Second Street, Suite PH-C
Los Angeles, CA 90012

The Association for Gifted and Talented Students
1627 Frankfort Street
New Orleans, LA 70122

The Council for Exceptional Children (CEC) and
The Association for the Gifted (TAG)
1920 Association Drive
Reston, VA 22091

The ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

The World Council for the Gifted and Talented
Box 218
Teachers College
Columbia University
New York, NY 10027
(212) 678-3877

PERIODICALS

Gifted Child Quarterly is the official publication of the National Association for Gifted Children (NAGC), published four times a year. The journal contains articles of interest to professionals and those with some reading experience in the field of gifted education and counseling. NAGC membership includes the journal. Write to NAGC, 4175 Lovell Road, Box 30, Suite 140, Circle Pines, MN 55014.

Gifted Children Monthly has brief articles on the latest research, practical hints for parents, and a pullout section for children. Published 11 times a year. P.O. Box 10149, Des Moines, IA 50340 (609) 582-0277.

Journal for the Education of the Gifted (JEG) is the official publication of The Association for the Gifted (TAG). JEG is aimed at the experienced reader of the literature. For membership or subscription information, write to TAG, 1920 Association Drive, Reston, VA 22091.

Journal of Counseling and Development is published 10 times a year by the American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304, and occasionally carries articles pertaining to gifted students. AACD membership includes the journal.

Roeper Review is a refereed journal that accepts contributions from teachers, counselors, scholars, researchers, and students. The journal focuses on current research and issues relating to the lives and experiences of gifted children. It is aimed at educators, counselors, and parents who have had some

experience in reading in the field. Published quarterly. Write Roeper Review, P.O. Box 329, Bloomfield Hills, MI 48013.

The Gifted Child Today (G/C/T) is directed at teachers and parents. It avoids jargon and provides practical advice on working with gifted, creative, and talented children. Articles on research and programming and a lively advice column are included in each issue. Published bimonthly. P.O. Box 637, 100 Pine Avenue Holmes, PA 19043.

OTHER

*Educational Opportunity Guide:
A Directory of Programs for the Gifted*
Published annually by Talent Identification Program
01 West Duke Building
Duke University
Durham, NC 27708

GOVERNORS' SCHOOLS DIRECTORS

Many states currently offer a residential Governors' School program. Specific criteria for selection of students and program goals differ, depending on the state. States that sponsor Governors' School programs are listed in Table A-1. Contact your local state director for information. For more information, or if your state does not sponsor a Governors' School program, contact:

National Conference of Governors' Schools
c/o Kentucky Governor's Scholars Program
Office of the Governor

State Capitol
Frankfort, KY 40601
or
State Director for Gifted Education
Your state

STATE DIRECTORS OF GIFTED EDUCATION

Table A-2 lists the offices with chief responsibility for the education of gifted students at the state level. State officials may prove helpful to individuals seeking information about public school services for gifted students in their states. Contact your state official to assist in solving problems or finding resources only after you have contacted local personnel.

STATE ASSOCIATIONS FOR GIFTED STUDENTS

Many states have organizations devoted to advocacy on behalf of gifted students. Membership typically includes parents, teachers, counselors, and other people who are dedicated to serving the needs of these students. These organizations lobby for legislation; provide information; sponsor workshops, conferences, conventions, and colloquia; offer support to people attempting to meet the needs of gifted students; and provide a network for communication. Table A-3 lists the addresses of state advocacy groups. *Note.* Addresses may change. If your state association cannot be reached at the listed address, contact your state official for the gifted for updated information.

TABLE A-1

Governors' School Affiliation, by State

ALABAMA

Alabama Honors Academy
Samford University
Birmingham, AL 35229

ARKANSAS

Governor's School for the Gifted and
Talented
Hendrix College, Box 145
Conway, AR 72032

DELAWARE

Special Assistant to the Governor for the
Governor's School for Excellence
The Governor's Office
Carvel Office Building
820 North French Street
Wilmington, DE 19801

GEORGIA

Administrator
Governor's Honors Program
1954 Twin Towers East
Capitol Square
Atlanta, GA 30334

IOWA

Administrative Coordinator
Iowa Governor's School
Connie Belin Center for Gifted
Education
University of Iowa
Iowa City, IA 52242

KENTUCKY

Executive Director
Governor's Scholars Program
Office of the Governor
Frankfort, KY 40601

Director

Governor's School for the Arts
Kentucky Center for the Arts
5 Riverfront Plaza
Louisville, KY 40202

MARYLAND

State Director
Maryland Summer Centers for Gifted
and Talented Students
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

MISSISSIPPI

The Governor's School
Mississippi University for Women
Box W-129
Columbus, MS 39701

MISSOURI

Director
Missouri Scholars Academy
University of Missouri-Columbia
Columbia, MO 65211

NEBRASKA

Director
Nebraska Scholars Institute
University of Nebraska-Lincoln
345 Nebraska Union
Lincoln, NE 68588-0442

NEVADA

Educational Consultant
State Department of Education
400 West King Street
Carson City, NV 89710

NEW JERSEY

Director
New Jersey Governor's School in the
Sciences
Drew University
Madison, NJ 07940

Director

New Jersey Governor's School on Public
Issues and the Future of New Jersey
Monmouth College
West Long Branch, NJ 07764

Director

New Jersey Governor's School for the
Arts
Trenton State College
Hillwood Lanes, CN 4700
Trenton, NJ 08650-4700

NEW YORK

Administrator
New York State Summer School
of the Arts
Room 681 EBA, State Education
Department
Albany, NY 12234

NORTH CAROLINA

On-Site Director
North Carolina Governor's School West
Salem College
Winston-Salem, NC 27108

Administrative Assistant

Governor's Schools of North Carolina
116 West Edenton Street
Raleigh, NC 27603-1712

OHIO

Director
Ohio Governor's Summer Institutes
1945 North High Street
Columbus, OH 43210

PENNSYLVANIA

Director
Pennsylvania Governor's Schools and
On-Site Director, Governor's School of
the Arts
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333

SOUTH CAROLINA

Director
Governor's School of South Carolina
College of Charleston
Charleston, SC 29424

TENNESSEE

Director
Governor's School for International
Studies
310 Dunn Building
Memphis State University
Memphis, TN 38152

Director

Governor's School for the Arts
Middle Tennessee State
University
P.O. Box 47
Murfreesboro, TN 37132

Director

Tennessee Governor's School for the
Humanities
University of Tennessee
908 21st Street
Knoxville, TN 37996-4120

Director
Tennessee Governor's
School
132 Cordell Hull Building
Nashville, TN 37219

TEXAS
Director
Governor's School
Texas Education Agency
701 Congress Avenue
Austin, TX 78701

VIRGINIA
State Director
Governor's School Programs
State Department of Education
Programs for the Gifted
Post Office Box 6-Q
Richmond, VA 23216-2060

WASHINGTON
Director
The Washington State Governor's School
for Citizen Leadership
Seattle University
310 Campion Tower
Seattle, WA 98122

WEST VIRGINIA
Director
West Virginia Department of Education
Capitol Complex
Charleston, WV 25305

WYOMING
Director
Wyoming Department of Education
Hathaway Building
Cheyenne, WY 82002

TABLE A-2

State Offices with Responsibility for Education of Gifted Students

ALABAMA

Education Specialist
Program for Exceptional Children
Alabama State Department of Education
1020 Monticello Court
Montgomery, AL 36117

ALASKA

Program Manager
Bilingual-Bicultural and Gifted
and Talented Education
Office of Special Services
Department of Education
P.O. Box F
Juneau, AK 99811-9981

AMERICAN SAMOA

Consultant
Gifted/Talented Education
Pago Pago, AS 96799

ARIZONA

State Coordinator
Gifted Program Specialist
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

ARKANSAS

Administrator or
Program Advisor
Programs for Gifted/Talented
Room 105C Education Building
4 Capitol Mall
Little Rock, AR 72201

CALIFORNIA

Manager
State Department of Education
Gifted and Talented Education
P.O. Box 944272
Sacramento, CA 95814-2720

COLORADO

State Coordinator
Gifted and Talented Student Program-
ming
Colorado Department of Education
201 East Colfax
Denver, CO 80203

CONNECTICUT

Connecticut Dept. of Education

Division of Vocational, Technical, and
Adult Education
25 Industrial Park Road
Middletown, CT 06457

Gifted/Talented Programs
State Department of Education
165 Capitol Avenue
Hartford, CT 06145

DELAWARE

State Supervisor
Gifted and Talented Programs
State Department of Public Instruction
P.O. Box 1402
Townsend Building
Dover, DE 19903

DISTRICT OF COLUMBIA

Gifted and Talented Education
Bryan Elementary School
13th and Independence Avenue, SE
Washington, DC 20003

FLORIDA

Program Specialist
Gifted Programs
DOE/Bureau of Education for Excep-
tional Students
Knott Building
Tallahassee, FL 32399

GEORGIA

Coordinator
Programs for the Gifted
Department of Education
Twin Towers East, Suite 1970
Atlanta, GA 30334

GUAM

Victoria T. Harper
Associate Superintendent for Special
Education
P.O. Box DE
Agana, GU 96910

HAWAII

Education Specialist, Gifted and
Talented
Office of Instructional Services
189 Lunalilo Home Road
Honolulu, HI 96825

IDAHO

Supervisor of Special Education
State Department of Education
Len B. Jordan Office Building
650 West State Street
Boise, ID 83720

ILLINOIS

Gifted Education Coordinator
Curriculum Improvement Section
or Program Specialist,
Gifted Education
Educational Innovation/Support
Section
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

INDIANA

Program Manager
Gifted/Talented Education
Indiana Department of Education
229 State House
Indianapolis, IN 46204

IOWA

Consultant, Gifted Education
Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

KANSAS

Education Program Specialist
State Department of Education
120 East 10th Street
Topeka, KS 66612

KENTUCKY

Program Manager
Gifted/Talented Education
Kentucky Department of Education
1831 Capitol Plaza Tower
Frankfort, KY 40601

LOUISIANA

State Supervisor
Gifted and Talented Programs
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

MAINE

Director
Gifted and Talented Programs
Maine Department of Educational
Services
State House Station #23
Augusta, ME 04333

MARYLAND

Director of Maryland Summer Centers
for Gifted and Talented
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

MASSACHUSETTS

Director
Office of Gifted and Talented
Massachusetts Department of
Education
Bureau of Curriculum Services
1385 Hancock Street
Quincy, MA 02169

MICHIGAN

Coordinator or Specialist
Programs for Gifted and Talented
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

MINNESOTA

Gifted Education
State Department of Education
641 Capitol Square
St. Paul, MN 55101

MISSISSIPPI

Consultant
Programs for Gifted and Talented
Mississippi Department of Education
Bureau of Special Services
P.O. Box 771
Jackson, MS 39205-0771

MISSOURI

Director
Gifted Education Programs
State Department of Elementary and
Secondary Education
P.O. Box 480
100 East Capitol Street
Jefferson City, MO 65102

MONTANA

Specialist
Gifted and Talented Program

Office of Public Instruction
State Capitol
Helena, MT 59620

NEBRASKA

Supervisor
Programs for the Gifted
State Department of Education
P.O. Box 94987
300 Centennial Mall South
Lincoln, NE 68509

NEVADA

Director
Special Education Programs
Nevada Department of Education
400 West King Street
Carson City, NV 89710

NEW HAMPSHIRE

Consultant
Office of Gifted Education
New Hampshire State Department of
Education
State Office Park South
101 Pleasant Street
Concord, NH 03301

NEW JERSEY

Education Program Specialist
Division of General Academic
Education
Department of Education
225 West State Street, CN 500
Trenton, NJ 08625-0500

NEW MEXICO

Director
Special Education
Education Building
Santa Fe, NM 87501-2786

NEW YORK

Coordinator
Gifted Education
State Education Department
Room 314-B EB
Albany, NY 12234

NORTH CAROLINA

Assistant Director
Program Development Services
Division for Exceptional Children
State Department of Public Instruction
116 West Edenton Street
Education Building
Raleigh, NC 27603-1712

NORTH DAKOTA

Assistant Director
Special Education
Department of Public Instruction
State Capitol
Bismarck, ND 58505

OHIO

Educational Consultant
Programs for Gifted
Division of Special Education
933 High Street
Worthington, OH 43085

OKLAHOMA

Administrator or Coordinator
Gifted/Talented Section
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

OREGON

Gifted/Talented Specialist
700 Pringle Parkway SE
Salem, OR 97219

PENNSYLVANIA

Director
Bureau of Special Education
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

PUERTO RICO

Consultant, Gifted
Office of External Resources
Department of Education
Hato Rey, PR 99024

RHODE ISLAND

Education Specialist
Gifted/Talented Education
Department of Elementary/Secondary
Education
22 Hayes Street
Providence, RI 02908

SOUTH CAROLINA

Coordinator
Programs for the Gifted
802 Rutledge Building
1429 Senate Street
Columbia, SC 29201

SOUTH DAKOTA

State Director
Programs for the Gifted
Special Education Section
Richard F. Kneip Building
700 North Illinois Street
Pierre, SD 57501

TENNESSEE

Director
Gifted/Talented Programs and Services
132-A Cordell Hull Building
Nashville, TN 37219

TEXAS

Director of Gifted/Talented Education
Texas Education Agency
1701 Congress Avenue
Austin, TX 78701

TRUST TERRITORY

Federal Programs Coordinator
Office of Special Education
Trust Territory Office of Education
Office of the High Commissioner
Saipan, CM 96950

UTAH

State Consultant for Gifted
State Office of Education
250 East 5th Street South
Salt Lake City, UT 84111

VERMONT

Arts/Gifted Consultant
State Department of Education
Montpelier, VT 05602

VIRGIN ISLANDS

Gifted Education
Department of Education
Box 630, Charlotte Amalie
St. Thomas VI 00801

VIRGINIA

Associate Director or
Program Supervisor
Programs for the Gifted
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216-2060

WASHINGTON

State Coordinator
Programs for the Gifted
Superintendent of Public Instruction
Old Capitol Building FG-11
Olympia, WA 98504

WEST VIRGINIA

Coordinator
Programs for the Gifted
304 B, Capitol Complex
Charleston, WV 25305

WISCONSIN

Director
School Improvement Office
P.O. Box 7841
125 South Webster Street
Madison, WI 53707

WYOMING

Coordinator
Language Arts/Gifted/Talented

Wyoming Department of Education
Hathaway Building
Cheyenne, WY 82002

ASSOCIATE MEMBERS

Director
National/State Leadership Training
Institute on the Gifted and Talented
624 South Grand Avenue 1007
Los Angeles, CA 90017-3311

Director
National Future Problem Solving
Program
St. Andrews College
Laurinburg, NC 28352

15549 Mayall Street
Mission Hills, CA 91345

Executive Director
Gifted Child Society, Inc.
190 Rock Road
Glen Rock, NJ 07452

Center for Talented Youth
Johns Hopkins University
Charles & 34th Streets
Baltimore, MD 21215

Adjunct Professor
School of Education
Central Connecticut State University
New Britain, CT 06050

TABLE A-3

State Associations for the Gifted

ALABAMA

Alabama Association for the Talented and Gifted
University of South Alabama
ILB, 229
Mobile, AL 36688

ALASKA

Alaskans for Gifted and Talented Education
P.O. Box 1250
Fairbanks, AK 99701

ARIZONA

Arizona Association for Gifted and Talented
P.O. Box 26415
Tempe, AZ 85282

ARKANSAS

Arkansans for Gifted and Talented Education
Box 55286 Hillcrest Station
Little Rock, AR 72225

CALIFORNIA

California Association for the Gifted
5117 Sherman Avenue
Bakersfield, CA 93309

COLORADO

Colorado Association for Gifted and Talented
897 East Goorman Avenue
Littleton, CO 80121

CONNECTICUT

Connecticut Association for the Gifted
24 Beechwood Drive
Meriden, CT 06450

DELAWARE

Delaware Talented and Gifted Association
204 Gordy Place
New Castle, DE 19720

DISTRICT OF COLUMBIA

District of Columbia Association for the Gifted
3150 Cherry Road, NE
Washington, DC 20018

FLORIDA

Florida Association for the Gifted
1895 Gulf-to-Bay Boulevard
Clearwater, FL 33315

GEORGIA

Georgia Supporters for the Gifted and Talented
10185 Sway Branch Drive
Roswell, GA 30075

HAWAII

Hawaii Association for Intellectually Gifted and Talented
713 Ulumaika Lp.
Honolulu, HI 96816

IDAHO

Idaho Association for the Gifted
Supervisor of Special Education
State Department of Education
Len B. Jordan Office Building
650 West State Street
Boise, ID 83720

ILLINOIS

Illinois Council for Gifted and Talented
556 Carlyle Lane
Bolingbrook, IL 60439

INDIANA

Indiana Association for Gifted and Talented
1229 Kings Cove Court
Indianapolis, IN 46260

IOWA

Iowa Talented and Gifted
Council Bluffs Community Schools
12 Scott Street
Council Bluffs, IA 51501

KANSAS

Kansas Association for Gifted/Talented/Creative
18515 West 66 Place
Shawnee, KS 66218

KENTUCKY

Kentucky Association for Gifted Education

P.O. Box 2082

Owensboro, KY 43202

LOUISIANA

Louisiana Association for Gifted and Talented Students
Northwestern State University
Natchitoches, LA 71497

MAINE

Maine Association for Gifted and Talented Education
The University School for Gifted/Creative and Talented
P.O. Box 4353 Station A
Portland, ME 04101

MASSACHUSETTS

Massachusetts Association for Advancement of Individual Potential
Box 65
Milton Village, MA 02187

MICHIGAN

Michigan Association for the Academically Talented
2445 O'Brien Road
Mayville, MI 48744

MINNESOTA

Minnesota Council for Gifted and Talented
c/o The Gifted Place
5701 Normandale Road
Minneapolis, MN 55424

MISSISSIPPI

Mississippi Association for the Talented and Gifted
Box 5115 Southern Station
University of Southern Mississippi
Hattiesburg, MS 39406-8207

MISSOURI

The Gifted Association of Missouri
Hazelwood School District
15955 New Halls Ferry Road
Florissant, MO 63031

MONTANA

Montana Association for Gifted and Talented Education

c/o Principal, Russell School
Second Avenue, NW
Kalispell, MT 59901

NEBRASKA

Nebraska Association for Gifted and Talented
Bellevue Public Schools
2009 Franklin Street
Bellevue, NE 68005

NEVADA

Nevada Association for Gifted and Talented
1207 Arrowhead Street
Las Vegas, NV 89106

NEW HAMPSHIRE

Gifted Education Today (GET)
P.O. Box 108
Littleton, NH 03561

NEW JERSEY

Gifted Child Society, Inc.
190 Rock Road
Glen Rock, NJ 07452

NEW MEXICO

New Mexico Society for Development of Gifted and Talented
1301 Sunset Street, SW
Albuquerque, NM 87105

NEW YORK

New York Association for Gifted and Talented Education
8084 East Seneca Turnpike
Manlius, NY 13104

NORTH CAROLINA

North Carolina Association for the Gifted and Talented
c/o 1756 Stonewood Drive
Winston-Salem, NC 27103

OHIO

The Ohio Association for Gifted Children
Licking County School
20 South Second Street
Newark, OH 43055

OKLAHOMA

Oklahoma Association for Gifted, Creative, and Talented
112 North Main Street
Broken Arrow, OK 74012

OREGON

Oregon Association for Talented and Gifted
P.O. Box 1703
Beaverton, OR 97075

PENNSYLVANIA

Pennsylvania Association for Gifted Education
P.O. Box 8
New Britain, PA 18901

RHODE ISLAND

Rhode Island State Advocates of Gifted Education
42 Oregon Avenue
North Providence, RI 02911

SOUTH CAROLINA

South Carolina Consortium for Gifted and Talented
Spartanburg School District
P.O. Box 970
Spartanburg, SC 29304

SOUTH DAKOTA

Association for Gifted in South Dakota
2545 Harnet Lane
Sioux Falls, SD 57103

TENNESSEE

Tennessee Association for the Gifted
502 Memorial Drive
Murfreesboro, TN 37130

TEXAS

Texas Association for the Gifted/Talented
P.O. Box 9802, #814
Austin, TX 78766-9002

UTAH

Utah Association for Gifted Children
1122 Washington Street
Boulevard Ogden, UT 84404

VERMONT

Vermont Network for the Gifted
C-150 Living Learning Center
University of Vermont
Burlington, VT 05405

VIRGINIA

Virginia Association for the Education of the Gifted
15429 Eagle Tavern Lane
Centreville, VA 22020

WASHINGTON

Northwest Gifted Child Association
P.O. Box 1226
Bellevue, WA 98009

WEST VIRGINIA

West Virginia Gifted Education Association
131 East 6th Street
Williamstown, WV 26187

WISCONSIN

Wisconsin Council for the Gifted and Talented, Inc.
3621 West Allerton Avenue
Greenfield, WI 53221

WYOMING

Wyoming Association for Gifted Education
426 M Street
Rock Spring, WY 82901

Appendix 6

The Common Application

Source: National Association of Secondary School Principals (NASSP). Used with permission.

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston University • Brandeis • Bryn Mawr • Bucknell • Carleton • Case Western Reserve • Centenary College of Louisiana • Centre College • Claremont McKenna • Clark University • Coe • Colby-Sawyer • Colgate • Colorado College • Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin & Marshall • Furman • Gettysburg • Goucher • Grinnell • Guilford • Hamilton • Hampden-Sydney • Hampshire • Hartwick • Haverford • Hobart • Hood • Lawrence • Lehigh • Lewis and Clark • Linfield • Mills • Millsaps • Morehouse • Mount • University • Oberlin • Occidental • Ohio • Puget Sound • Randolph-Macon • Randolph • Redlands • Reed • Rhodes • Rice • of Rochester • Rollins • St. Lawrence • St. Olaf • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • Smith • University of the South • University of Southern California • Southern Methodist • Spelman • Stetson • Susquehanna • Swarthmore • Texas Christian University • Trinity College • Trinity University • Tulane • Union • Valparaiso • Vanderbilt • Vassar • Wake Forest • Washington College • Washington and Lee • Wells • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams • Wooster • Worcester Polytechnic

COMMON APPLICATION

THE 1987-88 COMMON APPLICATION

WHY A COMMON APPLICATION?

The colleges and universities listed above have worked together to develop and distribute the Common Application. Many of the colleges use the Common Application exclusively. *All encourage its use and no distinction will be made between it and the college's own form.*

Extensive experience with this form over a period of several years has demonstrated its advantages to both students and counselors. The "Application for Undergraduate Admission" must be completed only once; photocopies may then be sent to any number of participating colleges. The same is true of the "School Report" and "Teacher Evaluation" portions. This procedure simplifies the college application process by saving time and eliminating unnecessary duplication of effort.

APPLICANTS:

Steps for completion of Common Application:

- (1) Please fill out the application for undergraduate admission that accompanies this instruction sheet.
- (2) Have it photocopied for each listed college to which you are applying.
- (3) Mail it, along with the appropriate fee, to the office of admissions of each of the colleges you have chosen. Application fees and deadlines for each participating college are listed.
- (4) *If you are applying to one of the colleges as an Early Decision Candidate, check for that college's Early Decision deadline and notify the college of your intent by attaching a letter to your application. You must also inform your counselor.*
- (5) On the back of this sheet listing colleges check in the box to the left of each college to which you are applying and give the sheet, along with the School Report, to your guidance counselor. He or she needs this list in order to send school reports for you to the colleges. Your school may charge a small fee to cover photocopying, processing, and/or postage.
- (6) If any of the colleges to which you are applying requests a Teacher Evaluation, ask a teacher(s) to complete that form as instructed and to mail a copy to the appropriate college(s).
- (7) A few of the colleges want additional writing samples. If you are applying to one of those, you may photocopy a paper which was submitted as a regular school assignment. The photocopy(ies) should contain the teacher comments and grade. You may also submit additional material, such as tapes of musical performances, photographs of art work, reports of scientific projects, etc.
- (8) Upon receipt of your application some colleges will request supplementary material. Complete this material according to their instructions and return as rapidly as possible. Some will give you a deadline date. Note this date is often different (usually later) than the application deadline.

COUNSELORS:

When a student returns this form to you, complete a school report for him or her and photocopy the report for each of the colleges the student has checked. Then mail to each of those colleges a copy of the school report with the Secondary School Record or a legible copy of the "Transcript" form used in your school. If available, please enclose copies of the School Profile and "Transcript" legend.

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston University • Brandeis • Bryn Mawr • Bucknell • Carleton • Case Western Reserve • Centenary College of Louisiana • Centre College • Claremont McKenna • Clark University • Coe • Colby-Sawyer • Colgate • Colorado College • Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin & Marshall • Furman • Gettysburg • Goucher • Grinnell • Guilford • Hamilton • Hampden-Sydney • Hampshire • Hartwick • Haverford • Hobart • Hood • Kalamazoo • Kenyon • Knox • Lafayette • Lawrence • Lehigh • Lewis and Clark • Linfield • Macalester • Manhattan • Manhattanville • Holyoke • Muhlenberg • New York • Mills • Millsaps • Morehouse • Mount • Oberlin • Occidental • Ohio • Wesleyan • Pitzer • Pomona • University of • Puget Sound • Randolph-Macon • Randolph • Macon Woman's College • University of • Redlands • Reed • Rhodes • Rice • University of Richmond • Ripon • University of Rochester • Rollins • St. Lawrence • St. Olaf • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • Smith • University of the South • University of Southern California • Southern Methodist • Spelman • Stetson • Susquehanna • Swarthmore • Texas Christian University • Trinity College • Trinity University • Tulane • Union • Valparaiso • Vanderbilt • Vassar • Wake Forest • Washington College • Washington • and Lee • Wells • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams • Wooster • Worcester Polytechnic

COMMON APPLICATION

APPLICATION FOR UNDERGRADUATE ADMISSION

The colleges and universities listed above encourage the use of this application. No distinction will be made between it and the college's own form. The accompanying instructions tell you how to complete, copy, and file your application to any one or several of the colleges. Please type or print in black ink.

PERSONAL DATA

Legal name: _____
Last First Middle (complete) Jr., etc. Sex

Prefer to be called: _____ (nickname) Former last name(s) if any: _____

Are you applying as a ☐ freshman or ☐ transfer student? For the term beginning: _____

Permanent home address: _____
Number and Street

City or Town Country State Zip

If different from the above, please give your mailing address for all admission correspondence:

Mailing address: _____
Number and Street

City or Town State Zip

Telephone at mailing address: _____ / _____ Permanent home telephone: _____ / _____

Birthdate: _____ Area Code Number Citizenship: ☐ U.S. ☐ Permanent Resident U.S. ☐ Other Area Code Number Visa type _____
Month Day Year Country

Possible area(s) of academic concentration/major: _____ or undecided ☐

Special college or division if applicable: _____

Possible career or professional plans: _____ or undecided ☐

Will you be a candidate for financial aid? Yes _____ No _____ If yes, the appropriate form(s) was/will

be filed on: _____

The following items are optional:

Social Security number, if any: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Place of birth: _____ City State Country Marital status: _____ Height: _____ Weight: _____

Parents' country of birth: Mother _____ Father _____

What is your first language, if other than English? _____

How would you describe yourself: (Please check one)

- | | |
|--|---|
| ☐ American Indian or Alaskan Native | ☐ Hispanic (including Puerto Rican) |
| ☐ Asian or Pacific Islander (including Indian subcontinent) | ☐ White, Anglo, Caucasian (non-Hispanic) |
| ☐ Black (non-Hispanic) | ☐ Other (Specify) |

EDUCATIONAL DATA

School you attend now _____ ACT/CEEB code number _____

Address _____ City State Zip Code

Date of secondary graduation _____ Is your school public? _____ private? _____ parochial? _____

College advisor: _____ Name Position School telephone: _____ Area Code Number

List all other secondary schools, including summer schools and programs you have attended beginning with ninth grade.

Name of School

Location (City, State, Zip)

Dates Attended

List all colleges at which you have taken courses for credit and list names of courses on a separate sheet. Please have a transcript sent from each institution as soon as possible.

Name of College

Location (City, State, Zip)

Degree Candidate?

Dates Attended

If not currently attending school, please check here: ☐ Describe in detail, on a separate sheet, your activities since last enrolled.

TEST INFORMATION. Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please list your test plans below.

	Scholastic Aptitude Test (SAT)	Achievement Tests (ACT)	Subject	American College Test (ACT)
Dates taken or				
to be taken				

FAMILY

Mother's full name: _____ Is she living? _____

Home address if different from yours: _____

Occupation: _____
(Describe briefly) (Name of business or organization)

Name of college (if any): _____ Degree: _____ Year: _____

Name of professional or graduate school (if any): _____ Degree: _____ Year: _____

Father's full name: _____ Is he living? _____

Home address if different from yours: _____

Occupation: _____
(Describe briefly) (Name of business or organization)

Name of college (if any): _____ Degree: _____ Year: _____

Name of professional or graduate school (if any): _____ Degree: _____ Year: _____

If not with both parents, with whom do you make your permanent home: _____

Please check if parents are ☐ separated ☐ divorced

Please give names and ages of your brothers or sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates:

ACADEMIC HONORS

Briefly describe any scholastic distinctions or honors you have won beginning with ninth grade:

EXTRACURRICULAR AND PERSONAL ACTIVITIES

Please list your principal extracurricular, community, and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Please (✓) in the right column those activities you hope to pursue in college.

Activity	Grade level or post-secondary (p.s.)					Approximate time spent		Positions held, honors won, or letters earned	Do you plan to participate in college?
	9	10	11	12	P.S.	Hours per week	Weeks per year		

WORK EXPERIENCE

List any job (including summer employment) you have held during the past three years.

Specific nature of work	Employer	Approximate dates of employment	Approximate no. of hours spent per week

In the space provided below, briefly discuss which of these activities (extracurricular and personal activities or work experience) has had the most meaning for you, and why.

PERSONAL STATEMENT

This personal statement helps us become acquainted with you in ways different from courses, grades, test scores, and other objective data. *It enables you to demonstrate your ability to organize thoughts and express yourself. Please write an essay about one of the topics listed below. You may attach extra pages (same size, please) if your essay exceeds the limits of this page.*

- 1) Evaluate a significant experience or achievement that has special meaning to you.
- 2) Discuss some issue of personal, local, or national concern and its importance to you.
- 3) Indicate a person who has had a significant influence on you, and describe that influence.

I understand that: (1) it is my responsibility to report any changes in my schedule to the colleges to which I am applying, and (2) *if I am an Early Decision Candidate, that I must attach a letter with this application notifying that college of my intent.*

My signature below indicates that all information contained in my application is complete, factually correct, and honestly presented.

Signature _____ Date _____

These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or sex. The admissions process at private undergraduate institutions is exempt from the federal regulation implementing Title IX of the Education Amendments of 1972.

COMMON APPLICATION

Please feel free to write whatever you think is important about this student, including a description of academic and personal characteristics. We are particularly interested in the candidate's intellectual promise, motivation, relative maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents, and enthusiasm. We welcome information that will help us to differentiate this student from others.

(Optional) I recommend this student: ☐ With reservation ☐ Fairly strongly ☐ Strongly ☐ Enthusiastically

Signature: _____ Date: _____

CONFIDENTIALITY:

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students do have access to their permanent files which may include forms such as this one. Colleges do not provide access to admissions records to applicants, those students who are rejected, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation. These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or sex. The admissions process at private undergraduate institutions is exempt from the federal regulation implementing Title IX of the Education Amendments of 1972.

Agnes Scott • Alfred • Allegheny • American University • Antioch • Bard College • Bates • Beloit • Bennington • Boston University • Brandeis • Bryn Mawr • Bucknell • Carleton • Case Western Reserve • Centenary College of Louisiana • Centre College • Claremont McKenna • Clark University • Coe College • Colby-Sawyer • Colgate • Colorado College • Denison • University of Denver • DePauw • Dickinson • Drew • Earlham • Eckerd • Elmira • Emory • Fairfield • Fisk • Fordham • Franklin & Marshall • Furman • Gettysburg • Goucher • Grinnell • Guilford • Hamilton • Hampden-Sydney • Hampshire • Hartwick • Haverford • Hobart • Hood • Lawrence • Lehigh • Lewis and Clark • Linfield • Mills • Millsaps • Morehouse • Mount • Oberlin • Occidental • Ohio • Puget Sound • Randolph-Macon • Randolph • Redlands • Reed • Rhodes • Rice • of Rochester • Rollins • St. Lawrence • St. Olaf • Salem • Sarah Lawrence • Scripps • Simmons • Skidmore • Smith • University of the South • University of Southern California • Southern Methodist • Spelman • Stetson • Susquehanna • Swarthmore • Texas Christian University • Trinity College • Trinity University • Tulane • Union • Valparaiso • Vanderbilt • Vassar • Wake Forest • Washington College • Washington and Lee • Wells • Wesleyan • Western Maryland • Wheaton • Whitman • Willamette • William Smith • Williams • Wooster • Worcester Polytechnic

COMMON APPLICATION

TEACHER EVALUATION

The colleges and universities listed above encourage the use of this form. No distinction will be made between it and the college's form. The accompanying instructions tell you how to complete the copy and file with any one or several of the colleges. Please type or print in black ink.

STUDENT:

Fill in the information below and give this form and a stamped envelope, addressed to each college to which you are applying that requests a Teacher Evaluation, to a teacher who has taught you an academic subject.

Student name _____

Address _____

TEACHER:

The Common Application group of colleges finds candid evaluations helpful in choosing from among highly qualified candidates. We are primarily interested in whatever you think is important about the applicant's academic and personal qualifications for college. Please submit your references promptly. A photocopy of this reference form, or another reference you may have prepared on behalf of this student is acceptable. You are encouraged to keep the original of this form in your private files for use should the student need additional recommendations. We are grateful for your assistance.

CONFIDENTIALITY:

We value your comments highly and ask that you complete this form in the knowledge that it may be retained in the student's file should the applicant matriculate at a member college. In accordance with the Family Educational Rights and Privacy Act of 1974, matriculating students do have access to their permanent files which may include forms such as this one. Colleges do not provide access to admissions records to applicants, those students who are rejected, or those students who decline an offer of admission. Again, your comments are important to us and we thank you for your cooperation. These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or sex. The admissions process at private undergraduate institutions is exempt from the federal regulation implementing Title IX of the Education Amendments of 1972.

Please return a photocopy of this sheet to the appropriate admissions office(s) in the envelope(s) provided you by this student.

Teacher's Name (please print or type) _____ Position _____

Secondary School _____

School Address _____

BACKGROUND INFORMATION

How long have you known this student and in what context? _____

What are the first words that come to your mind to describe this student? _____

List the courses you have taught this student, noting for each the student's year in school (10th, 11th, 12th) and the level of course difficulty (AP, accelerated, honors, elective, etc.). _____

EVALUATION

Please feel free to write whatever you think is important about the applicant, including a description of academic and personal characteristics. We are particularly interested in the candidate's intellectual purpose, motivation, relative maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents, and enthusiasm. We welcome information that will help us to differentiate this student from others.

RATINGS

Compared to other college-bound students whom you have taught, check how you would rate this student in terms of academic skills and potential:

		No basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	One of the top few encountered in my career
	Creative, original thought							
	Motivation							
	Independence, initiative							
	Intellectual ability							
	Academic achievement							
	Written expression of ideas							
	Effective class discussion							
	Disciplined work habits							
	Potential for growth							
	SUMMARY EVALUATION							

Signature _____ Date _____

THE 1987-88 COMMON APPLICATION

Legal name: _____
Last
First
Middle

Please check the box to the left of each college to which you are applying and give this sheet, along with the School Report, to your guidance counselor. He or she needs this list in order to send school reports for you to the colleges.

- | | |
|---|---|
| ☐ Agnes Scott College, Decatur, GA | ☐ Mills College, Oakland, CA |
| ☐ Alfred University, Alfred, NY | ☐ Millsaps College, Jackson, MS |
| ☐ Allegheny College, Meadville, PA | ☐ Morehouse College, Atlanta, GA |
| ☐ The American University, Washington, DC | ☐ Mount Holyoke College, South Hadley, MA |
| ☐ Antioch College, Yellow Springs, OH | ☐ Muhlenberg College, Allentown, PA |
| ☐ Bard College, Annandale-on-Hudson, NY | ☐ New York University, New York, NY |
| ☐ Bates College, Lewiston, ME | ☐ Oberlin College, Oberlin, OH |
| ☐ Beloit College, Beloit, WI | ☐ Occidental College, Los Angeles, CA |
| ☐ Bennington College, Bennington, VT | ☐ Ohio Wesleyan University, Delaware, OH |
| ☐ Boston University, Boston, MA | ☐ Pitzer College, Claremont, CA |
| ☐ Brandeis University, Waltham, MA | ☐ Pomona College, Claremont, CA |
| ☐ Bryn Mawr College, Bryn Mawr, PA | ☐ University of Puget Sound, Tacoma, WA |
| ☐ Bucknell University, Lewisburg, PA | ☐ Randolph-Macon College, Ashland, VA |
| ☐ Carleton College, Northfield, MN | ☐ Randolph-Macon Woman's College, Lynchburg, VA |
| ☐ Case Western Reserve University, Cleveland, OH | ☐ University of Redlands, Redlands, CA |
| ☐ Centenary College of Louisiana, Shreveport, LA | ☐ Reed College, Portland, OR |
| ☐ Centre College, Danville, KY | ☐ Rhodes College, Memphis, TN |
| ☐ Claremont McKenna College, Claremont, CA | ☐ Rice University, Houston, TX |
| ☐ Clark University, Worcester, MA | ☐ University of Richmond, Richmond, VA |
| ☐ Coe College, Cedar Rapids, IA | ☐ Ripon College, Ripon, WI |
| ☐ Colby-Sawyer College, New London, NH | ☐ University of Rochester, Rochester, NY |
| ☐ Colgate University, Hamilton, NY | ☐ Rollins College, Winter Park, FL |
| ☐ Colorado College, Colorado Springs, CO | ☐ St. Lawrence University, Canton, NY |
| ☐ Denison University, Granville, OH | ☐ St. Olaf College, Northfield, MN |
| ☐ University of Denver, Denver, CO | ☐ Salem College, Winston-Salem, NC |
| ☐ DePauw University, Greencastle, IN | ☐ Sarah Lawrence College, Bronxville, NY |
| ☐ Dickinson College, Carlisle, PA | ☐ Scripps College, Claremont, CA |
| ☐ Drew University, Madison, NJ | ☐ Simmons College, Boston, MA |
| ☐ Earlham College, Richmond, IN | ☐ Skidmore College, Saratoga Springs, NY |
| ☐ Eckerd College, St. Petersburg, FL | ☐ Smith College, Northampton, MA |
| ☐ Elmira College, Elmira, NY | ☐ The University of the South, Sewanee, TN |
| ☐ Emory University, Atlanta, GA | ☐ University of Southern California, Los Angeles, CA |
| ☐ Fairfield University, Fairfield, CT | ☐ Southern Methodist University, Dallas, TX |
| ☐ Fisk University, Nashville, TN | ☐ Spelman College, Atlanta, GA |
| ☐ Fordham University, Bronx, NY | ☐ Stetson University, Deland, FL |
| ☐ Franklin & Marshall College, Lancaster, PA | ☐ Susquehanna University, Selingsgrove, PA |
| ☐ Furman University, Greenville, SC | ☐ Swarthmore College, Swarthmore, PA |
| ☐ Gettysburg College, Gettysburg, PA | ☐ Texas Christian University, Fort Worth, TX |
| ☐ Goucher College, Towson, MD | ☐ Trinity College, Hartford, CT |
| ☐ Grinnell College, Grinnell, IA | ☐ Trinity University, San Antonio, TX |
| ☐ Guilford College, Greensboro, NC | ☐ Tulane University, New Orleans, LA |
| ☐ Hamilton College, Clinton, NY | ☐ Union College, Schenectady, NY |
| ☐ Hampden-Sydney College, Hampden-Sydney, VA | ☐ Valparaiso University, Valparaiso, IN |
| ☐ Hampshire College, Amherst, MA | ☐ Vanderbilt University, Nashville, TN |
| ☐ Hartwick College, Oneonta, NY | ☐ Vassar College, Poughkeepsie, NY |
| ☐ Haverford College, Haverford, PA | ☐ Wake Forest University, Winston-Salem, NC |
| ☐ Hobart College, Geneva, NY | ☐ Washington College, Chestertown, MD |
| ☐ Hood College, Frederick, MD | ☐ Washington and Lee University, Lexington, VA |
| ☐ Kalamazoo College, Kalamazoo, MI | ☐ Wells College, Aurora, NY |
| ☐ Kenyon College, Gambier, OH | ☐ Wesleyan University, Middletown, CT |
| ☐ Knox College, Galesburg, IL | ☐ Western Maryland College, Westminster, MD |
| ☐ Lafayette College, Easton, PA | ☐ Wheaton College, Norton, MA |
| ☐ Lawrence University, Appleton, WI | ☐ Whitman College, Walla Walla, WA |
| ☐ Lehigh University, Bethlehem, PA | ☐ Willamette University, Salem, OR |
| ☐ Lewis and Clark College, Portland, OR | ☐ William Smith College, Geneva, NY |
| ☐ Linfield College, McMinnville, OR | ☐ Williams College, Williamstown, MA |
| ☐ Macalester College, St. Paul, MN | ☐ College of Wooster, Wooster, OH |
| ☐ Manhattan College, Riverdale, NY | ☐ Worcester Polytechnic Institute, Worcester, MA |
| ☐ Manhattanville College, Purchase, NY | |

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COMMON APPLICATION

THE 1987-88 COMMON APPLICATION

APPLICANT: Keep this sheet for your information. On the sheet to your left, check in the box each college to which you are applying and give that sheet to your guidance counselor.

☐ **AGNES SCOTT COLLEGE, DECATUR, GA 30030.** Women. \$25. Fall semester application deadline is 12/1 for early decision, 1/15 for scholarship candidates, 3/1 for regular decision. Notification is 12/15 for early decision, 2/1 for scholarship candidates, and 4/1 for regular decision. Deadline for Jan. admission is 12/1. Requires SAT or ACT. SAT preferred. Three Achievement Tests (English Composition, Math Level 1 and one other) strongly recommended. Campus interview recommended. Terms begin 8/28, 1/20.

☐ **ALFRED UNIVERSITY, ALFRED, NY 14802.** Coed. \$25. Deadline: 2/1. Early decision deadline: 12/1; notification 12/15. Regular notification is by rolling decision with 5/1 reply date. Requires SAT or ACT. One teacher or guidance counselor recommendation required. Terms begin 8/31 and 1/18.

☐ **ALLEGHENY COLLEGE, MEADVILLE, PA 16335.** Coed. \$25. Deadline: 2/15. Requires the SAT or ACT. Achievement Tests recommended, but not required. Recommendation from one recent teacher in an academic subject and one recommendation from guidance counselor required. Mid-sr. grades and supplementary information required. Deadline for first round of early decision is 11/30; notification is 12/15. Deadline for second round of early decision is 1/15; notification is 2/1. Deadline for regular decision is 2/15; notification is 4/1. Terms begin 9/10, 1/5 and 3/29.

☐ **THE AMERICAN UNIVERSITY, WASHINGTON, DC 20016-8001.** Coed. \$25. Deadline: General—2/1. SAT or ACT required and English Achievement Test recommended. Deadline for early decision is 11/15; notification is by 12/31. Regular notification is by 4/15. Terms begin 8/31, 1/19 and 5/18.

☐ **ANTIOCH COLLEGE, YELLOW SPRINGS, OH 45387.** Coed. \$25. SAT or ACT recommended. Supplementary information required. Interview is strongly recommended as is visit to campus. Regular notification is by rolling admissions after 12/15 with 5/1 reply date. Terms begin in Sept., Jan. and April.

☐ **BARD COLLEGE, ANNANDALE-ON-HUDSON, NY 12504.** Coed. \$25. Deadline for regular application: 2/15. Early Decision deadline 12/1, notification by 1/1. SAT or ACT optional. Additional writing sample strongly recommended. Immediate Decision Plan offers same day notification through specially scheduled (by appointment) one day admission programs conducted from Nov.-Feb. Regular notification is 4/1. Terms begin Sept. and Feb. All freshmen attend 3 week Workshop in Language and Thinking immediately prior to freshman year.

☐ **BATES COLLEGE, LEWISTON, ME 04240.** Coed. \$35. Deadline: 2/1. Requires three Achievement Tests (including English) or ACT. Submission of the SAT is optional. Counselor, teacher and personal recommendations required. Additional writing sample recommended. Deadline for the first round of early decision is 12/1, notification by 12/24; deadline for the second round of early decisions is 1/1, notification by 1/24. Regular notification is by 4/15. Application deadline for Jan. entrance is 11/15, notification by 12/13. Terms begin in Sept. and Jan.; Short Term begins 4/20.

☐ **BELOIT COLLEGE, BELOIT, WI 53511.** Coed. \$20. Deadline: 3/15 preferred. Deadline for early decision is 12/15; notification date is 1/15. Requires the SAT or ACT. Interview required in some cases; optional for most candidates. Regular notification is by rolling admissions. Terms begin 8/17 and 1/14.

☐ **BENNINGTON COLLEGE, BENNINGTON, VT 05201.** Coed. \$25. Rolling admissions. One teacher recommendation required. On-campus or alumni interview generally required. Parental assessment of student requested. Deadline for early decision applications is 11/1. Notification date is 12/15. Entry in Sept. and March. FWT work program Jan. and Feb. SAT required. Achievement Tests optional.

☐ **BOSTON UNIVERSITY, BOSTON, MA 02215.** Coed. \$35. Deadline: 1/15. Requires SAT or ACT; and Achievement Tests for accelerated programs. Supplementary information required. One counselor and teacher recommendations required. Deadline for an early decision application is 11/15; notification is 12/15. Regular notification is by 4/15. Terms begin 9/3 and 1/12.

☐ **BRANDEIS UNIVERSITY, WALTHAM, MA 02254.** Coed. \$40. Deadline: 2/1. Requires the SAT V and M and three Achievement Tests or the ACT. One

teacher recommendation required. Deadline for an early decision application is 1/1, notification is within four weeks of receipt of completed application. Regular notification is 4/15. Terms begin in Sept. and Feb.

☐ **BRYN MAWR COLLEGE, BRYN MAWR, PA 19010.** Women. \$35. Deadline: 1/15. Early decision deadline: fall, 11/15; winter, 1/15; notification for fall, 12/15; winter, 2/1. Requires SAT, three Achievement Tests, personal interview, two teacher recommendations and supplementary information. Regular notification date is 4/15. Terms begin in Sept. and Jan.

☐ **BUCKNELL UNIVERSITY, LEWISBURG, PA 17837.** Coed. \$25. Deadline: 1/1. Requires the SAT or ACT. Two teacher recommendations required. Deadline for an early decision application is 12/1; notification is by 12/15. Regular notification date: by 4/1. Term begins in Sept.

☐ **CARLETON COLLEGE, NORTHFIELD, MN 55057.** Coed. \$30. Deadline: 2/1. SAT (preferred) or ACT; three Achievement Tests (including English) recommended but not required. Additional teacher evaluation recommended. Deadline for Early Decision (Fall Option) is 12/1, notification by 12/15; deadline for Early Decision (Winter Option) is 2/1, notification by 2/15, candidate must reply by 3/1. Regular Decision notification by 4/15, candidates' reply date is 5/1. Terms begin in Sept., Jan. and March.

☐ **CASE WESTERN RESERVE UNIVERSITY, CLEVELAND, OH 44106.** Coed. \$20. Deadlines: 11/15 for Early Decision; 2/1 for Competitive Scholarships; 3/1 final application deadline. Requires the SAT or ACT; strongly recommend three Achievement Tests, including English Composition. Supplementary information required. Terms begin in late Aug., mid-Jan. and June.

☐ **CENTENARY COLLEGE OF LOUISIANA, SHREVEPORT, LA 71104.** Coed. \$20. Deadline: Recommended deadline March 1. Requires the SAT or ACT. Notification is by rolling admissions. Terms begin 8/24 and 1/27.

☐ **CENTRE COLLEGE, DANVILLE, KY 40422.** Coed. \$25. Deadline: 3/1; notification 3/15. SAT or ACT required. One teacher recommendation required. Term begins 9/12.

☐ **CLAREMONT MCKENNA COLLEGE, CLAREMONT, CA 91711.** Coed. \$30. Deadline: 2/1. Early decision application deadline: 12/1; notification 1/10. Deadline for candidates for McKenna achievement prize 1/15. Requires SAT. One teacher and one counselor recommendation required. Regular notification date is 4/1. Terms begin in early Sept. and mid-Jan.

☐ **CLARK UNIVERSITY, WORCESTER, MA 01610.** Coed. \$35. Deadline: 2/15. Requires the SAT. Requires English Achievement, preferably with essay. One teacher recommendation required. Deadline for early decision application is 12/15; notification 1/15. Regular notification date is 4/1. Terms begin 8/29 and 1/18.

☐ **COL COLLEGE, CEDAR RAPIDS, IA 52402.** Coed. \$20. Deadline: 5/1. SAT or ACT required. One counselor recommendation required. Supplemental information required. Early Decision deadline is 12/31, notification by 1/31. Regular decision applications received by 2/1 will be notified by 2/15; applications received by 3/1 will be notified by 3/15.

☐ **COLBY-SAWYER COLLEGE, NEW LONDON, NH 03257.** Women. \$25. Requires the SAT or ACT. One recommendation required. Interview recommended. Deadline for an early decision application is 12/1, notification is by 12/15. Regular notification is by rolling admissions after 1/1. Terms begin in Sept. and Jan.

☐ **COLGATE UNIVERSITY, HAMILTON, NY 13346.** Coed. \$40. Deadline: 1/15. Requires the SAT and three Achievement Tests (including English Composition) or ACT. Two teacher recommendations required. Deadline for an early decision application is by rolling admissions until 1/15; notification within 2-3 weeks after completion of application. Regular notification date is in early April. Term begins in Sept.

☐ **COLORADO COLLEGE, COLORADO SPRINGS, CO 80903.** Coed. \$30. Deadline: 2/1. Requires the SAT or ACT. Supplementary information required. Two teacher recommendations required. Early decision possible based on individual request. Terms begin in summer and fall for freshmen and transfers and Jan.

for transfers only. Notification date is 4/1-15.

□ **DENISON UNIVERSITY, GRANVILLE, OH 43023.** Coed. \$25. Deadline 2/1. Requires the SAT or ACT. One teacher recommendation required. Early decision deadline 1/1, notification by 2/1. Regular decision notification is by 4/1. Terms begin 8/31 and 2/1.

□ **UNIVERSITY OF DENVER, DENVER, CO 80208.** Coed. \$20. Deadline: rolling (3/1 preferred). Requires the SAT or ACT. One counselor and one teacher recommendation required. Deadline for an early admission application is 12/1; notification is 1/1. Regular notification is by rolling admission. Classes begin 9/14, 1/5, 3/23. CA applies to The College and College of Business Administration.

□ **DEPAUW UNIVERSITY, GREENCASTLE, IN 46135.** Coed. \$25. Deadline for regular notification is 3/1, although it is highly recommended that students who will be candidates for financial assistance submit their complete application materials by 2/15. Notification by 4/15. Requires SAT or ACT. Supplementary information required.

□ **DICKINSON COLLEGE, CARLISLE, PA 17013.** Coed. \$25. Deadline: 3/1. Requires the SAT or ACT. Two early decision plans: application deadline of 12/15 with notification by 1/1 and application deadline of 2/1 with notification by 2/15. Regular notification date is between 3/15 and 3/30. Terms begin 8/28 and 1/17.

□ **DREW UNIVERSITY, MADISON, NJ 07940.** Coed. \$25. Deadline: 2/15. Deadline for Drew Scholars Program, 1/1. Requires the SAT or ACT and three Achievement Tests, including English Composition; deadline for an early decision application is 1/15; notification within three weeks. Regular notification is 3/15. Terms begin in Sept. and Feb.

□ **EARLHAM COLLEGE, RICHMOND, IN 47374.** Coed. \$20. Requires the SAT or ACT (SAT preferable). One teacher and one counselor recommendation required. Additional submission of creative or academic work required. Deadline for early decision application is 12/1; notification date is 12/15. Early Action deadline is 1/15 with notification on 2/1. Regular decision application deadline is 2/15 with notification by 4/2. Transfer application deadline is 4/15. Terms for 1987-88 begin 9/10, 1/4, 3/28.

□ **ECKERD COLLEGE, ST. PETERSBURG, FL 33733.** Coed. \$15. Deadline: rolling. Requires the SAT or ACT. One teacher recommendation required. Deadline for an early decision application is 12/1; early decision notification by 1/1. Regular notification date is rolling beginning 1/1. Terms begin 8/7, 9/2, 1/4, 2/2.

□ **ELMIRA COLLEGE, ELMIRA, NY 14901.** Coed. \$20. Requires two teacher recommendations. Requires the SAT or ACT, and writing sample. Campus interview recommended. Early decision deadline 11/1, notification by 12/1. Regular notification is rolling after 1/1. Terms for freshmen begin Sept. and Jan.; transfers, Sept., Jan. and April.

□ **EMORY UNIVERSITY, ATLANTA, GA 30322.** Coed. \$25. Deadline: 2/1. Requires the SAT or ACT; Achievement Tests recommended. Deadline for an early decision application is 11/15; notification date is 12/15. Regular notification is by 4/1. Terms begin 8/30, 1/17 and June. CA pertains to College of Arts and Sciences. Applications for Financial Aid are enclosed with admissions forms or may be obtained by writing to the Office of Financial Aid. Student Financial Aid Form is also required.

□ **FAIRFIELD UNIVERSITY, FAIRFIELD, CT 06430.** Coed. \$30. Deadline: 3/1. Requires the SAT or ACT. Achievement Tests recommended for placement purposes (but not required). Notification 4/1. Deadline for early decision: 12/1; notification 12/22. Terms for freshmen begin in Sept.; terms for transfer students begin in Sept. and Jan. Campus interview strongly recommended.

□ **FISK UNIVERSITY, NASHVILLE, TN 37203.** Coed. \$10. Deadline: 6/15. Requires the SAT or ACT. Achievement Tests recommended, but not required. Notification is by rolling admissions. Terms begin 8/31 and 1/11.

□ **FORDHAM UNIVERSITY, BRONX, NY 10458 and NEW YORK, NY 10023.** Central Office of Admissions, Bronx, NY 10458. Coed. \$35. Application deadline: 2/15. Requires the SAT or ACT. Achievement Tests recommended for placement purposes (but not required); English Composition, language, math or science. Supplementary information required; deadline: 2 weeks after application. Deadline for early decision is 11/1, notification by 12/15. Regular notification date is by rolling admissions. Terms begin in Sept. and Jan.

□ **FRANKLIN & MARSHALL COLLEGE, LANCASTER, PA 17604.** Coed. \$25. Application deadline: 2/10. SAT or ACT and English Composition Achievement Test required. Writing sample required. One teacher recommendation required. Deadline for an early decision application is 2/1, notification date is rolling beginning 12/15. Regular notification date is 4/1. Term begins last week of Aug.

□ **FURMAN UNIVERSITY, GREENVILLE, SC 29615.** Coed. \$20. Deadline: 2/1. Requires the SAT. Supplementary information required; deadline: 2/1. Deadline for an early decision application is 12/1; notification date is 12/15. Regular notification date is 3/1. Terms begin 9/9, 9/15.

□ **GETTYSBURG COLLEGE, GETTYSBURG, PA 17325-1484.** Coed. \$25. Deadline: 2/15. Requires SAT (preferred) or ACT. Deadline for an early decision application is between 11/15-2/1; notification date is 12/15-2/15. Regular notification date is by early April. Terms begin 9/2 and 1/13.

□ **GOUCHER COLLEGE, BALTIMORE, MD 21204.** Coed. \$25. Deadline: 3/1, preferred. Requires the SAT or ACT. Two teacher (one from English teacher) and counselor recommendations, essay and interview required. Deadline for an early decision application is 11/15, notification date is 12/10. Regular notification is by rolling admissions. Term begins in late Aug.

□ **GRINNELL COLLEGE, GRINNELL, IA 50112.** Coed. \$25. Deadline: 2/1.

Early decision deadline: 12/1; notification 1/15. Requires SAT or ACT. One teacher and one counselor recommendation required. Regular notification date is 3/1. Term begins in late Aug.

□ **GUILFORD COLLEGE, GREENSBORO, NC 27410.** Coed. \$20. Deadline for Early Admission: 10/15; notification 11/1. Requires SAT or ACT; Achievement Test recommended. One teacher, one counselor recommendation required. Additional writing sample is recommended. Regular notification date between 1/15 and 4/15. Terms begin 8/25 and 1/12.

□ **HAMILTON COLLEGE, CLINTON, NY 13323.** Coed. \$35. Deadline: 1/15. Requires the SAT or ACT; three Achievement Tests recommended. Interview strongly recommended, preferably on campus (off-campus alumni interviews available). Additional writing sample required. One teacher recommendation and mid-year grades required. Deadline for Plan I Early Decision is 11/15, notification 12/15. Plan II Early Decision deadline is 1/15, notification 2/15. Regular notification is by 4/15. Term begins in Sept. (Feb. term open only to transfer applicants.)

□ **HAMPDEN-SYDNEY COLLEGE, HAMPDEN-SYDNEY, VA 23943.** Men. \$30. Deadline: 3/1. Deadline for early decision is 11/15; notification 12/15. Regular notification date between 2/15 and 4/15. SAT or ACT required. Three Achievement Tests (including English and Math) strongly recommended. One teacher recommendation required. Terms begin late Aug. and mid-Jan.

□ **HAMPSHIRE COLLEGE, AMHERST, MA 01002.** Coed. \$35. The SAT and Achievement Tests are optional. Supplementary material required. Interview strongly recommended, preferably on campus (off-campus alumni interviews available). Early decision deadline 12/1 with notification 12/15; student reply date of 2/1. Deadline for early action students is 1/10; notification date is 2/1. Deadline for regular first year applicants is 2/15; for transfer applicants, 3/1; notification date is 4/2. Terms begin in Sept. and Feb.

□ **HARTWICK COLLEGE, ONEONTA, NY 13820.** Coed. \$25. Deadline: 3/1. Requires the SAT and/or ACT. One teacher recommendation required. Early Decision candidates may apply by written request anytime up to 2/1. Decisions will be made two weeks after application is complete but not prior to 12/1. Regular notification is on or about 4/1. Rolling admissions after 4/1. Terms begin Sept., Jan., Feb.

□ **HAVERFORD COLLEGE, HAVERFORD, PA 19041.** Coed. \$30. Deadline: 1/15. Requires the SAT and three Achievement Tests, including English Composition. Two teacher recommendations required. Supplementary material required. Personal interview required of candidates who live within 150 miles and expected of other candidates. Deadlines for an early decision application are 11/15 and 1/1, notification dates are 12/15 and 2/1. Regular notification is 4/15. Terms begin 8/28 and 1/18.

□ **HOBART COLLEGE, GENEVA, NY 14456.** Men (Coordinate with William Smith College for Women). \$25. Deadline: 2/15. Requires the SAT and English Composition Achievement Test, or ACT. Two teacher recommendations required. Additional writing sample recommended. Deadline for early decision application is 1/1; notification 30 days after completion of credentials. Terms begin 9/8, 1/3 and 3/27.

□ **HOOD COLLEGE, FREDERICK, MD 21701.** Women. \$20. Deadline: 3/31. Requires SAT or ACT. School Report required. Early reply dates are 11/15 and 1/31; notification dates are 12/15 and 2/15. Regular reply date is 4/15. Special one-day admissions program available in fall and spring by reservation. Terms begin late Aug. and mid-Jan.

□ **KALAMAZOO COLLEGE, KALAMAZOO, MI 49007.** Coed. \$20. Deadline: rolling (3/15 preferred). Requires the SAT or ACT. One teacher recommendation required. Notification is by rolling admissions beginning 10/1. Terms begin 9/28, 1/4, 3/28, and 6/20.

□ **KENYON COLLEGE, GAMBIER, OH 43022.** Coed. \$35. Deadline: 2/15. Requires SAT or ACT. Interview highly recommended. Early decision deadlines are 12/1 and 2/1 with notification 12/15 and 2/15. Regular notification on 4/1. Terms begin late Aug. and mid-Jan.

□ **KNOX COLLEGE, GALESBURG, IL 61401.** Coed. \$20. Deadline: 4/1. Requires the SAT or ACT. Notification is by rolling admissions. Terms begin Sept., Jan. and late March.

□ **LAFAYETTE COLLEGE, EASTON, PA 18042.** Coed. \$30. Deadline: 2/1. Requires the SAT and three Achievement Tests, including English Composition. Supplementary information required. One teacher recommendation required. Deadline for an early decision application is 1/15; notification dates: 11/1, 12/1, 1/1, 2/1. Regular notification is by 4/15. Terms begin 8/30 and 1/23.

□ **LAWRENCE UNIVERSITY, APPLETON, WI 54912.** Coed. \$25. Deadline: 2/15; notification by 4/1. Early decision deadlines 12/1 and 1/15 with notification 12/15 and 2/1 respectively. Requires the SAT or ACT. One counselor and one teacher recommendation required. Terms begin Sept., Jan. and March.

□ **LEHIGH UNIVERSITY, BETHLEHEM, PA 18015.** Coed. \$35. Deadline: 3/1. Requires the SAT and three Achievement Tests. Deadline for an early decision application is 11/1; notification date is 12/15. Regular notification is 4/15. Terms begin late Aug. and mid-Jan.

□ **LEWIS AND CLARK COLLEGE, PORTLAND, OR 97219.** Coed. \$35. Deadline: 2/15. Requires the SAT or ACT. Recommendation required from one recent teacher in an academic subject and one recommendation from guidance counselor. Deadline for an early notification application is 12/1; notification when completed. Terms begin 9/14, 1/4, 3/28.

□ **LINFIELD COLLEGE, MC MINNVILLE, OR 97128.** Coed. \$30. Deadline: rolling. Notification after 12/15. Requires SAT, W.P.C.T. or ACT. One counselor and one English teacher recommendation required. Terms begin 8/28, 1/4, 2/9.

- **MACALESTER COLLEGE, ST. PAUL, MN 55105.** Coed. \$25. Deadline: 2/1; notification 3/21. Requires SAT or ACT. Two teacher and one counselor recommendations required. Supplementary information required. Additional writing sample recommended. Early decision deadlines 12/1 and 1/15 with notification 12/15 and 2/15 respectively. Terms begin 9/8 and 2/3.
- **MANHATTAN COLLEGE, RIVERDALE, NY 10471.** Coed. \$25. Deadline: 3/1. Requires SAT (preferred) or ACT. Notification is by rolling admissions. Interview strongly recommended. Terms begin Sept. and Jan.
- **MANHATTANVILLE COLLEGE, PURCHASE, NY 10577.** Coed. \$25. Deadline: 3/1. Requires the SAT or ACT; alternate plan requiring an English Achievement Test is available. Two teacher recommendations required. Deadline for an early decision application is 12/1; notification date is 1/1. Regular notification is by rolling admissions beginning 2/1. Terms begin Sept. and Jan.
- **MILLS COLLEGE, OAKLAND, CA 94613.** Women. \$25. Priority deadline 2/1. Requires the SAT or ACT; Achievement Tests recommended. Supplementary information required; deadline: 2/1. One teacher and one counselor recommendation required. Deadline for an early decision application is 11/1; notification date is 12/15. Regular notification date is early April. Terms begin in fall and spring.
- **MILLSAPS COLLEGE, JACKSON, MS 39210.** Coed. \$25. Requires SAT or ACT. Regular notification 12/1, 1/15, 3/1, 4/1. Terms begin 8/22 and 1/11.
- **MOREHOUSE COLLEGE, ATLANTA, GA 30314.** Men. \$21. Deadline: Priority by 4/15. Early decision by 11/15; notification by 12/15. Requires SAT or ACT. Notification is by rolling admissions. Interview optional. Terms begin in fall and spring.
- **MOUNT HOLYOKE COLLEGE, SOUTH HADLEY, MA 01075.** Women. \$35. Requires SAT and three Achievement Tests, including English Composition. Supplementary information required; one teacher and one counselor recommendation required. Deadline: 2/1. Regular notification date: 4/15. Deadline for first round of early decision: 11/15; notification by 12/15. Deadline for second round of early decision: 1/15; notification by 2/15. Terms begin in fall and spring.
- **MUHLENBERG COLLEGE, ALLENTOWN, PA 18104.** Coed. \$25. Deadline: 2/15. Requires the SAT and two Achievement Tests, English Composition and Mathematics Level 1. Two teacher recommendations required. Writing sample required. Early decision deadline is 1/15; notification between 12/15 and 2/1. Regular notification by 4/1. Terms begin in Sept. and Jan.
- **NEW YORK UNIVERSITY, NEW YORK, NY 10003.** Coed. \$35. Deadline: 2/1. Requires SAT, Achievement Tests for Engineering only; foreign language recommended. Deadline for an early decision application is 11/15; notification date is 12/15. Rolling admissions after 4/1. Regular notification date is 4/1. Terms begin Sept. and Feb.
- **OBERLIN COLLEGE, OBERLIN, OH 44074.** Coed. \$35. Deadline: 2/1. Requires the SAT or ACT; recommends three Achievement Tests, one of which should be English Composition. Two teacher recommendations required. Deadline for an early decision application is 12/1 or 1/15; notification is 12/15 or 2/1. Regular notification date is 4/1. Terms begin in Sept. and Feb. A one-page Supplementary Form will be sent upon receipt of each completed Common Application. The Common Application will be accepted by the College of Arts and Sciences, but not by the Conservatory of Music.
- **OCCIDENTAL COLLEGE, LOS ANGELES, CA 90041.** Coed. \$30. Deadline: 2/1. Early Action deadline: 11/15. Requires the SAT or ACT; Achievement Tests in three areas are strongly recommended. Recommendations from two teachers of academic subjects are required; additional sample of written work and self-recommendation are requested. Early notification is 12/15; regular notification is 4/1. Terms begin in mid-Sept., early Jan. and late March. Freshmen admitted in Sept. only. Interview expected of all applicants living within a reasonable distance from Los Angeles. (Interview deadline: 2/1).
- **OHIO WESLEYAN UNIVERSITY, DELAWARE, OH 43015.** Coed. \$25. Preference given to applications completed by 2/17; regular notification in early April; rolling admissions after 5/1. Early decision is by rolling admissions until 1/3 deadline. SAT or ACT, counselor and one teacher evaluation required. Terms begin late Aug. and mid-Jan.
- **PITZER COLLEGE, CLAREMONT, CA 91711-6114.** Coed. \$30. Applications must be submitted by 2/15; notification date is 4/1. Campus visit strongly recommended. Requires the SAT or ACT; recommends three Achievement Tests. One recommendation from a teacher of an academic subject required. Deadline for early action is 12/1; notification is by 1/1. Terms begin Sept. and Jan.
- **POMONA COLLEGE, CLAREMONT, CA 91711.** Coed. \$35. Deadline: 1/15. Requires the SAT or ACT; Achievement Tests strongly recommended. Two recommendations required from teachers of academic subjects; strongly recommends that an additional sample of written work be submitted with application. Further elaboration on activities and interests is encouraged. Deadline for an early decision application is 11/1; notification date is 12/15. Regular notification date is early April. Terms begin 9/3 and 1/18.
- **UNIVERSITY OF PUGET SOUND, TACOMA, WA 98416.** Coed. \$25. Deadline: 3/1. SAT or ACT required; Achievement Tests recommended. Writing sample required. Two teacher recommendations required. Deadline for an early decision application is 11/15; notification date is 12/15. Regular notification is by rolling admissions. Terms begin 8/31, 1/18.
- **RANDOLPH-MACON COLLEGE, ASHLAND, VA 24005.** Coed. \$20. Deadline: 3/1 recommended. Early decision deadline: 12/1; notification 12/20. Rolling admissions beginning in mid-Jan. Requires the SAT or ACT. Counselor evaluation required; teacher evaluation recommended. Terms begin Sept., Jan. and Feb.
- **RANDOLPH-MACON WOMAN'S COLLEGE, LYNCHBURG, VA 24503.** Women. \$25. Deadline: 2/15. Requires the SAT and Achievement Tests or the ACT. Three teacher recommendations required. Deadline for an early decision application is 11/15; notification is 12/15. Regular notification is by rolling admissions. Terms begin in Sept. and Jan.
- **UNIVERSITY OF REDLANDS, REDLANDS, CA 92373-0999.** Coed. \$25. Preference given to applications completed by 3/1. Requires SAT or ACT. One teacher and one school college recommendation required. Notification is by rolling admission after 11/30. Terms begin Sept., Jan. and Feb.
- **REED COLLEGE, PORTLAND, OR 97202.** Coed. \$30. Deadline: 2/15. Requires the SAT or the ACT; three Achievement Tests (English Composition with essay) are recommended but not required. Supplementary information required. Two teacher recommendations required. Two early decision plans. Fall Option has a 12/1 deadline with a 12/15 notification, and Winter Option has a 2/1 deadline with a 2/15 notification. Regular notification is in early April. Terms begin early Sept. and late Jan.
- **RHODES COLLEGE, MEMPHIS, TN 38112.** Coed. \$25. Deadline: 2/1. Deadline for early decision is 11/15; notification is 12/15. Requires SAT or ACT. Supplementary information required; one teacher and one counselor recommendation; deadline for receipt is 2/1. Application for competitive scholarship and financial aid is included with supplementary information. Financial Aid Form required. Regular notification is by 4/1. Interview expected of all applicants living within a reasonable traveling distance of Memphis.
- **RICE UNIVERSITY, HOUSTON, TX 77251.** Coed. No fee. Deadline: 1/15. Requires the SAT and three Achievement Tests (for Science/Engineering, English Composition, Math I or II, Physics or Chemistry). One teacher recommendation required. Interview strongly recommended. Notification date for early decision application is 12/1. Interim decision notification is 2/1. Regular notification date is 4/1. Terms begin 8/24 and 1/7.
- **UNIVERSITY OF RICHMOND, RICHMOND, VA 23173.** Coed. \$30. Deadline: 2/1. Requires the SAT and three Achievement Tests, including English composition and Math, or ACT. Deadline for an early decision application is 11/1; notification is 11/15. Regular notification date is 4/1. Term begins 8/22. CA pertains to Richmond College and Westhampton College.
- **RIPON COLLEGE, RIPON, WI 54971.** Coed. \$20. Deadline: 3/15. Notification is by rolling admission beginning the last week of January. Early decision deadline is 12/15 and notification is by 1/1. Requires the SAT or ACT and one guidance counselor recommendation. Terms begin in Aug. and Jan.
- **UNIVERSITY OF ROCHESTER, ROCHESTER, NY 14627.** Coed. \$40. Deadline: 1/15. Requires the SAT or ACT. Supplementary information required from financial aid applicants, recommended for prospective music majors; deadline 2/1 for financial aid applicants and 2/20 for music majors. Deadline for an early decision application is 11/15; individual requests to 2/1; notification date is 12/15 or within 3 weeks of completion of application. Regular notification is mid-March to mid-April. Terms begin 9/7 and 1/16. CA pertains to College of Arts & Science, College of Engineering and Applied Science, and School of Nursing.
- **ROLLINS COLLEGE, WINTER PARK, FL 32789.** Coed. \$25. Deadline: 2/15. Requires the SAT or ACT. Deadline for early decision is 11/15; notification date is 12/15. Regular notification is in late March. Terms begin Sept. and Feb.
- **ST. LAWRENCE UNIVERSITY, CANTON, NY 14617.** Coed. \$30. Deadline: 2/1. Requires the SAT and three Achievement Tests, including English Composition, or ACT. Supplementary information required; deadline: 2/1. Deadline for an early decision application is 1/1; notification is within three weeks of completing application procedures, including interview. Regular notification date is 3/15. Terms begin Sept. and Feb.
- **ST. OLAF COLLEGE, NORTHFIELD, MN 55057.** Coed. \$20. Deadline: 2/15. Deadline for Early Decision: 11/15; notification 12/1. Requires SAT or ACT. One teacher recommendation required. Supplementary information required; deadline for receipt: 2/15. Regular notification is by rolling admissions. Terms begin Sept., Jan. and Feb.
- **SALEM COLLEGE, WINSTON-SALEM, NC 27108.** Women. \$20. Deadline: none (prefer 2/1). Requires the SAT or ACT. Two teacher recommendations required. Notification is by rolling admissions. Terms begin in Sept., Jan. and Feb.
- **SARAH LAWRENCE COLLEGE, BRONXVILLE, NY 10708.** Coed. \$30. Deadline: 2/1. Requires three Achievements or ACT or SAT. One teacher recommendation and one counselor recommendation required. Notification in early April. Deadline for Early Decision I: 11/15; supplementary information by 12/1; notification by 12/15. Deadline for Early Decision II: 1/1; supplementary information by 1/15; notification by 2/15. Terms begin in Sept. and Jan. Interview strongly recommended for all applicants.
- **SCRIPPS COLLEGE, CLAREMONT, CA 91711.** Women. \$30. Deadline: 2/1. Requires the SAT or ACT and recommends three Achievement Tests. Two teacher recommendations required; one must be from an English teacher. Counselor recommendation also required. Extra credentials (slides of art work, music tapes, additional writing samples) encouraged if appropriate. Notification date is 4/1. Deadline for early decision: 12/1; notification date is mid-Dec. Terms begin in early Sept. and mid-Jan.
- **SIMMONS COLLEGE, BOSTON, MA 02115.** Women. \$35. Terms begin in Sept. and Jan. Requires SAT and three Achievement Tests, including English Composition and one teacher and one counselor recommendation. Deadline for Early Decision is 11/15; notification by 12/15. Deadline for Regular Decision is 2/1. Notification in early April. Jan. deadline: 12/1. ACT is accepted in place of the College Board Tests.

□ **SKIDMORE COLLEGE, SARATOGA SPRINGS, NY 12866.** Coed. \$35. Deadline: 2/1. Requires the SAT or ACT, recommends three Achievement Tests including English Composition and foreign language. Two teacher recommendations required. Financial aid applicants required to obtain and have on file by 2/1 FAF and Skidmore financial aid form. Deadlines for early decision application are 12/15 for Fall Plan and 1/15 for Winter Plan, notification approximately three weeks after completion of application. Regular notification is in early April. Terms begin Sept. and Jan.

□ **SMITH COLLEGE, NORTHAMPTON, MA 01063.** Women. \$35. Deadline: 1/15. Requires the SAT and three Achievement Tests, including English Composition, or ACT. Supplementary information is required. One teacher recommendation and one guidance counselor recommendation are required. Deadline for early decision: 11/15; notification date is 12/15. Deadline for early evaluation: 1/1, early April notification for regular decision applicants. Terms begin in Sept. and Jan.

□ **THE UNIVERSITY OF THE SOUTH, SEWANEE, TN 37375** (popularly known as SEWANEE). Coed. \$25. Deadline: 2/15. Deadline for early decision application is 11/15; notification date is 12/15. Requires SAT or ACT. Two recommendations required, two teachers (one must be an English teacher) plus counselor on transcript. Regular notification date not later than 4/15. Terms begin late Aug. and mid-Jan.

□ **UNIVERSITY OF SOUTHERN CALIFORNIA, P.O. BOX 77952, LOS ANGELES, CA 90007-0952.** Coed. \$40. Deadline for Early Action: 11/1. First priority deadline: 1/1. Deadline: 5/1. Notification is by rolling admissions. Requires the SAT or ACT. Achievement Tests recommended. Terms begin early Sept. and early Jan.

□ **SOUTHERN METHODIST UNIVERSITY, DALLAS, TX 75275.** Coed. \$35. Deadline: 4/1. Requires SAT or ACT. Deadline for Early Decision: 11/1. Winter decision and scholarship qualification deadline is 1/15; spring notification is on a rolling basis after 1/16. One counselor or academic teacher recommendation required. Terms begin in Sept. and Jan.

□ **SPELMAN COLLEGE, ATLANTA, GA 30314.** Women. \$20. Deadline: 2/1; notification 3/1. Deadline for Early Decision: 11/15; notification 12/1. Rolling admissions after 3/1. Requires SAT or ACT. Terms begin late Aug. and early Jan.

□ **STETSON UNIVERSITY, DE LAND, FL 32729.** Coed. \$25. Deadline: March 1. Requires the SAT or ACT. Supplementary information required; deadline: 6/1. Early decision deadline: 11/15; notification: 12/1. Regular notification after March 1. Terms begin Sept., Jan., Feb. and June. CA pertains to College of Arts and Sciences, School of Music and School of Business Administration.

□ **SUSQUEHANNA UNIVERSITY, SELINGROVE, PA 17870.** Coed. \$25. Suggested deadline: 3/15. Requires SAT or ACT. Supplementary information required for Music majors. Guidance counselor and one teacher recommendation required. Achievement tests, one teacher's reference and an interview are recommended. Deadline for early decision application is 12/15; notification date is 1/15. Regular notification is by rolling admissions beginning 2/1. Terms begin in early Sept. and mid-Jan.

□ **SWARTHMORE COLLEGE, SWARTHMORE, PA 19081.** Coed. \$30. Deadline: 2/1. Requires the SAT and three Achievement Tests, including English Composition (and one Math as well for engineering candidates). Supplementary information required. Two teacher recommendations required. Deadline for early decisions: 11/15 (fall) and 1/1 (winter); notification dates: 12/15 (fall) and 2/1 (winter). Regular notification date is 4/15. Terms begin in early Sept. and mid-Jan.

□ **TEXAS CHRISTIAN UNIVERSITY, FORT WORTH, TX 76129.** Coed. \$30. Requires SAT (preferred) or ACT, essay, counselor's evaluation, teacher's recommendation for scholarship candidates. Campus visit recommended. Scholarship applicants must apply by 2/1. Deadline for early consideration is 11/15; notification by 1/1. Deadline for regular decision on 2/1; notification by 4/1. Final deadline is 5/1. Terms begin late Aug. and mid-Jan.

□ **TRINITY COLLEGE, HARTFORD, CT 06106.** Coed. \$35. Deadline: 1/15; notification in early April. Deadline for early decision: Option I, 12/1; notification by the end of Dec.; Option II, 2/15; notification by the end of Feb. Requires the SAT and the English Composition Achievement Test. Two teacher and one guidance counselor recommendations required. Terms begin 9/1 and 1/18.

□ **TRINITY UNIVERSITY, SAN ANTONIO, TX 78284.** Coed. \$25. Requires the SAT or ACT. One teacher in academic subject and counselor recommendation required. Application deadline for early decision is 11/15 (decision mailed 12/15). Application deadline 2/1 (decision 3/31). Term begins 9/4.

□ **TULANE UNIVERSITY, NEW ORLEANS, LA 70118.** \$25. Deadline: 2/1. Requires the SAT or ACT. Deadline for an early notification application is 11/1; notification date is 12/15. Regular notification date is 4/15. Deadline for Deans' Honor Scholarship application is 12/15. Terms begin 9/3 and 1/19. CA pertains to College of Arts and Sciences, Engineering, Architecture, and Newcomb.

□ **UNION COLLEGE, SCHENECTADY, NY 12308.** Coed. \$30 (\$35 for accelerated programs in medicine and law). Deadline: 2/1 for both early decision and regular application (1/1 for accelerated programs). Rolling notification on ED. Optional SAT (SAT required for accelerated programs). Requires English Composition and two other Achievement Tests, or ACT. For engineering science, math plus a science Achievement Test recommended. One teacher recommendation required. Personal interview is required. Regular notification date is 4/1. Terms begin 9/16, 1/4 and 3/28.

□ **VALPARAISO UNIVERSITY, VALPARAISO, IN 46383.** Coed. \$20. Deadline varies with individual programs. Requires SAT or ACT. Notification is by rolling

admissions beginning 10/1. Under "special college or division," the applicant should indicate only one of the following colleges: Arts and Sciences, Business Administration, Engineering, or Nursing. Terms begin late Aug. and early Jan.

□ **VANDERBILT UNIVERSITY, NASHVILLE, TN 37212-2099.** Coed. \$25. Deadline: 2/1. Honor Scholarship application deadline: 1/15. Requires the SAT and/or ACT; three Achievement Tests required prior to enrollment. School recommendation required; teacher recommendation optional. Supplementary information required. Deadline for early decision application is 11/1; notification date is 12/10. Terms begin late Aug. and early Jan. CA pertains to College of Arts and Sciences, School of Engineering, George Peabody College for Teachers (Education and Human Development), Blair School of Music.

□ **VASSAR COLLEGE, POUGHKEEPSIE, NY 12601.** Coed. \$30. Deadline: 1/15. Requires SAT and three Achievement Tests. One teacher and one guidance counselor recommendation required. Additional writing sample required. Interview recommended. Early decision: application deadline is 1/15, and notification is within one month of receipt of credentials. Regular notification is by mid-April. Terms begin in late Aug. and mid-Jan.

□ **WAKE FOREST UNIVERSITY, WINSTON-SALEM, NC 27109.** Coed. \$25. Deadline: 1/15. Early decision deadline: Oct. 15; notification: early Nov. Requires SAT (directly from ETS in Princeton, NJ), Achievement Tests recommended. Supplementary information required. Two letters of recommendation required. Regular notification date: Feb. and March. Terms begin in late Aug. and mid-Jan.

□ **WASHINGTON COLLEGE, CHESTERTOWN, MD 21620.** Coed. \$25. Deadline: 3/15. SAT (preferred) or ACT. Two teacher evaluations recommended. Deadline for early decision is 12/1; notification by 12/15, candidate must reply by 1/15. Regular Decision notification is by 4/1, candidates' reply date is 5/1. Terms begin in Sept. and Jan.

□ **WASHINGTON AND LEE UNIVERSITY, LEXINGTON, VA 24450.** Coed. \$25. Deadline: 2/1. SAT and three Achievement Tests including English Composition (with or without essay) required. Two teacher recommendations required. Deadline for an early decision application is 12/1; notification date is 12/15. Regular notification is in early April. Terms begin 9/7, 1/4 and 4/18.

□ **WELLS COLLEGE, AURORA, NY 13026.** Women. \$25. Priority deadline: by 3/1. Requires SAT or ACT. Early decision deadline: 1/31; notification one month after completed application received. Two teacher recommendations required (one from English teacher) and one guidance counselor recommendation. Interview. Regular notification is by 4/15. Terms begin Sept., Jan. and Feb.

□ **WESLEYAN UNIVERSITY, MIDDLETOWN, CT 06457.** Coed. \$40. Deadline: 1/15. Requires the SAT (and three Achievements) or ACT. Two teacher recommendations required. Deadline for an early decision application is Option I, 11/15; notification date is 12/15. Deadline for Option II is 1/15; notification date is 2/15. Regular notification date is 4/15. Term begins 9/2.

□ **WESTERN MARYLAND COLLEGE, WESTMINSTER, MD 21157.** Coed. \$25. Interview recommended. Requires SAT or ACT. Teacher recommendation optional. "Modified" rolling admissions; application deadlines are 12/15, 2/15 and 4/1. Notification two weeks after each deadline. Terms begin in Sept. and Feb. Note: WMC has a January term, which must be completed one time before graduation.

□ **WHEATON COLLEGE, NORTON, MA 02766.** Preparing to admit its first coed class for Sept. '88. \$30. Deadline: 2/1. Requires the SAT and two Achievement Tests or ACT, one of which should be English. Two teacher recommendations required (one from English teacher). Writing sample required in addition to essay. Applicants for financial aid must submit Wheaton Financial Aid form in addition to FAF. Deadline for an early decision application is 12/1; notification date is before 1/1. Regular notification is in early April. Terms begin 9/9 and 1/25.

□ **WHITMAN COLLEGE, WALLA WALLA, WA 99362.** Coed. \$30. Deadline: 3/1; notification begins 3/1. Requires the SAT or ACT. Supplementary information required. Deadline for an early decision application is 12/20; notification date is by 2/1. Terms begin 8/27 and 1/16.

□ **WILLAMETTE UNIVERSITY, SALEM, OR 97301.** Coed. \$25. Deadline: 3/1. Requires the SAT or ACT. Deadline for an early decision application is 12/15; notification date is 1/10. Regular notification date is 4/1. Terms begin 9/1 and 1/15.

□ **WILLIAM SMITH COLLEGE, GENEVA, NY 14456.** Women. \$25 (Coordinate with Hobart College for Men). Deadline: 2/15. Requires the SAT and English Composition Achievement Test (I-E or E-S acceptable) or ACT. Two teacher recommendations required (one from English teacher). Deadline for an early decision application is 1/1; notification is within 2 weeks of completion of application. Regular notification date is first week in April. Terms begin 9/9, 1/4 and 3/28.

□ **WILLIAMS COLLEGE, WILLIAMSTOWN, MA 01267.** Coed. \$40. Deadline: 1/15. Requires the SAT or ACT and three Achievement Tests, one of which should be English. Peer reference required; deadline: 1/15. One teacher recommendation required. Deadline for an early decision application is 11/15; notification date is 12/15. Regular notification date is early April. Terms begin in Sept., Jan. and Feb.

□ **COLLEGE OF WOOSTER, WOOSTER, OH 44691.** Coed. \$25. Deadline 3/1. Requires SAT or ACT. One teacher recommendation required. Regular notification date is 4/1; deadline for early decision is 12/15. Terms begin Aug. and Jan.

□ **WORCESTER POLYTECHNIC INSTITUTE, WORCESTER, MA 01609.** Coed. \$25. Deadline: 2/15. Requires SAT and three Achievement Tests (Math, Science, English Composition) or ACT. Teacher evaluation (math or science) is required. Deadline for early decision 12/1; notification date is 1/1. Regular notification date is 4/1. Terms begin in late Aug. and mid-Jan.